### TENNESSEE COMPREHENSIVE

SYSTEMWIDE PLANNING PROCESS

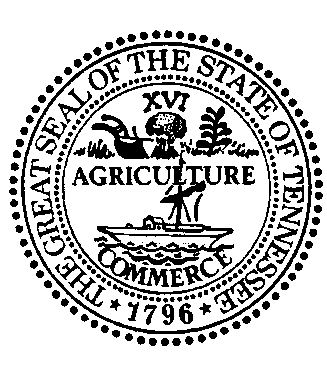
(TCSPP)

Components 1-5 Templates for

SCHOOL SYSTEM:

Alvin C. York Agricultural Institute

For Submission On or Before May 15, 2008



**Tennessee Department of Education**

**Commissioner Lana C. Seivers**

**TDOE Mission:**

**Helping Teachers Teach and Children Learn**

Document Version, November 2005

Revised March 2, 2011

# TABLE OF CONTENTS

[Assurances 3](#_Toc125266981)

[COMPONENT 1 4](#_Toc125266982)

[SCHOOL SYSTEM PROFILE DEVELOPMENT and COLLABORATIVE PROCESS IDENTIFICATION 4](#_Toc125266983)

[COMPONENT 2 13](#_Toc125266984)

[BELIEFS, MISSION, and SHARED VISION 13](#_Toc125266985)

[COMPONENT 3 17](#_Toc125266986)

[ACADEMIC and NON-ACADEMIC DATA ANALYSIS and SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS 17](#_Toc125266987)

[COMPONENT 4 28](#_Toc125266988)

[CURRICULAR, INSTRUCTIONAL, ASSESSMENT, and ORGANIZATIONAL EFFECTIVENESS 28](#_Toc125266989)

[COMPONENT 5 56](#_Toc125266990)

[COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT 56](#_Toc125266991)

This copyrighted material was produced by the State of Tennessee Department of Education.

No parts of this manual may be copied, photocopied, or reproduced in any form or by any means without permission in writing from the State of Tennessee Department of Education. All trademarks, service marks, products or services are trademarks or registered trademarks of their respective holders.

**Tennessee Comprehensive Systemwide Planning Process**

**(TCSPP)**

Assurances

with Signature of Director of Schools

I certify that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School System has utilized the data and other requirements requested from each department, as shown in the Compliance Matrix 5.1 found in the Framework/Guide, in the development of our TCSPP.  The school system will operate its programs in accordance with all of the required assurances and certifications for each program area.

**I CERTIFY** that the assurances referenced above have been satisfied to the best of my knowledge.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Director of Schools Date Signed

COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT and   
COLLABORATIVE PROCESS IDENTIFICATION

### TCSPP TEMPLATE 1.1

Evaluation of Our Process for  
Developing Priorities for Improving Schools

The first two charts require the listing of the Leadership Teams of the system. This information is to be turned in to the TDOE as part of Component 1.

|  |  |
| --- | --- |
| **Composition of the Systemwide Leadership Teams –Listing required** | |
| **Member** | **Role** |
| Phillip D. Brannon | Director of Schools |
| Carolyn Cope | Director of Instruction/Chair, Comp. 1,5,6 |
| Carolyn Cope | Director of Federal Programs |
| Jason Tompkins | Dean of Students/ Homeless Liaison |
| Gary Tinch | Director of Career & Technical Education |
| Homer Delk | Director of Technology |
| Linda Beaty | Director of Special Education |
| Cathy Jeffers | Administrative Manager/Food Services |
| Russell Beaty | Student Services and 504/Chair, Comp. 3 |
| Russell Beaty | Parent Liaison/ Chair, Comp. 2 |
| Chris Norman | Accountability Monitor |
| Valeria Voiles | Secretary/Chair, Comp. 4 |
| Rhonda Tate | Community member |
| Kathy Bilbrey | Community member |
| LeAnn Garrett | Parent |
| Angie Starr | Parent |
| Emily Threet | Student |
| Andrew McCoy | Student |
| Lisa Robbins | Paraprofessional |
| Jody Hancock | Paraprofessional |

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

| **Composition of the Component Leadership Teams –Listing required** | |
| --- | --- |
| **Component 1 Member** | **Role** |
| Carolyn Cope | Chair |
| Linda Beaty | Communicator/Reporter |
| Gary Tinch | Educational Research Specialist |
| Barbara J. Waters | Official Recorder |
| Homer Delk | Financial/Funding Expert |
| Chris Norman | Accountability Monitor |
|  |  |
|  |  |
|  |  |
| **Component 2 Member** | **Role** |
| Russell Beaty | Chair |
| Micki Phipps | Accountability Monitor |
| Kelly Ramey | Educational Research Specialist |
| Angel Beaty | Financial/Funding Expert |
| John Gunter | Official Recorder |
| Barbara J. Waters | Communicator/Reporter |
|  |  |
|  |  |
|  |  |
| **Component 3 Member** | **Role** |
| Russell Beaty | Chair |
| Selena Woods | Accountability Monitor |
| Gary Tinch | Financial/Funding Expert |
| Barbara J. Waters | Official Recorder |
| Angel Beaty | Communicator/Reporter |
| Karen Flowers | Data Collections Analysis |
|  |  |
|  |  |

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

| **Composition of the Component Leadership Teams –Listing required** | |
| --- | --- |
| **Component 4 Member** | **Role** |
| Valeria Voiles | Chair |
| Russell Beaty | Communicator/Reporter |
| Sandy Blevins | Official Recorder |
| Jennifer Hall | Educational Research Specialist |
| Benita Patton | Accountability Monitor |
|  |  |
|  |  |
|  |  |
| **Component 5 Member** | **Role** |
| Carolyn Cope | Chair |
| Carolyn Cope | Member, Director of Federal Programs |
| Russell Beaty | Member, Director of Student Services |
| Josh Choate | Accountability Monitor |
| Gary Tinch | Educational Research Specialist |
| Linda Beaty | Communicator/Reporter |
| Cathy Jeffers | Financial/Funding Expert |
| Valeria Voiles | Official Recorder |
|  |  |
| **Component 6 Member** | **Role** |
| Carolyn Cope | Chair |
| Linda Beaty | Communicator/Reporter |
| Micki Phipps | Educational Research Specialist |
| Russell Beaty | Accountability Monitor |
| Valeria Voiles | Official Recorder |
| Barbara Waters | Data Collection and Analysis |
|  |  |
|  |  |

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

The following questions address the use of various data in Component 1. They are designed as a culminating activity to help you assimilate the work of Component 1. This information will be turned in to the TDOE as part of Component 1 of the TCSPP.

|  |
| --- |
| **Collection of Data - Narrative Response Required** |
| How were data collected and organized for school system profile?  York Institute is a single school system serving grades 9-12 with a Director of Instruction who serves as the Secondary Supervisor.  The Director of Student Services updates school data annually for use in needs assessments and school improvement planning. This data was completed, reviewed, and analyzed by the Component 3 planning team. Included in this data were PLAN, ACT, and TVAAS data. This data was completed, reviewed, and analyzed by the Component 3 planning team. The data from 2008, 2009, and 2010 were used to develop charts and graphs in order to gauge the amount of improvement, or lack thereof, in critical areas of our school improvement plan.  Faculty, staff, and administration met in four planning teams to complete the E-Tote survey. The results of these surveys were averaged to determine a school-wide technology needs profile and then presented to the technology advisory board for evaluation. The results of this survey may be found at <http://tn.ontargetus.com>.  Faculty and students were surveyed to determine the percentage having home computers and Internet access.  Other surveys used to identify needs of students and faculty to include but not limited to the NAEP, technology, ACT, staff development and CTE.  Data from the annual MIS report, concentrator follow-up, core indicator report, competency profile summaries, and the Perkins Report Card are used to determine the areas that may need to be targeted for possible improvement in performance.  Occupational attainment shall be determined by using course competencies that are established for each Career & Technical Education course to provide state baseline data. CTE completers will be identified and administered the NAEP test to identify demographics on the test and follow-up.  Funds and resources of federal programs are used and will continue to be used to ensure the intents and purposes of each program. Title I—used to improve basic programs operated by York Institute; Title II—allocates funds for teacher and principal training and recruiting, aids in professional staff development, IDEA—to serve students as identified as disabled students; Carl Perkins—used for Career & Technical program improvement and integration All professional development activities authorized under Title IIA are coordinated with other programs. RTTT (FTTT) information is also used. |

|  |
| --- |
| **Use of Data - Narrative Response Required** |
| How will you use your perceptual data (Surveys, Interviews, and Questionnaires) as you revisit/recreate the mission, vision, and beliefs of the system?  Perceptual data, including surveys, interviews, and group discussions were used to gauge stakeholder opinion and perception. Faculty, students, parents, business people, and other members of the community had input in revisiting and discussing the mission, vision, and beliefs of York Institute. The YAI Advisory Council, made up of parents, business people, and retired educators, is a good cross-section of the community and a regularly used sounding board. The YAI Advisory Council meets monthly.  The Special Education Supervisor analyzes class progress and Gateway/EOC scores to determine needs assistance for SPED students. The information is reviewed and assessed during School Improvement Team meetings to determine inclusion in Action Plan.  TESS survey data was used to implement a school-wide individual staff development plan in technology. The computer and internet home access survey was used to determine the need for after-school technology resources access. The NAEP helped to identify areas of need, including tutoring, and extended contract requests and assignment. The ACT data showed an area of need; therefore the ACT Academy was created. The Read Right Program was implemented as a result of data from ACT, teacher surveys, and Title I parent meeting.  All data was used to determine the degree to which York Institute’s mission, vision, and beliefs meet the needs of its students, parents, and community and to make adjustments as indicated.  As a one building system, York Institute addresses the delivery of equitable and adequate services through a local needs assessment of all stakeholders. As a school wide Title I site, York Institute receives federal funds, which are distributed school wide. As a state special school, York Institute receives funds directly from state appropriation within the state’s budget. All funds are allocated and tied to budget cost centers based on the local needs analysis, which includes disaggregated data. Policies, procedures, and practices are aligned with local, state, and federal requirements and guidelines in an effort to meet the needs of all students.  Teaching/learning resources are purchased on a scheduled, rotating, and/or an as-needed basis as determined by course offerings and student enrollment. All records are monitored and audited by external and internal evaluators.  York Institute implemented the requirements of the American Diploma Project a year before it was mandated.  Certified teachers are employed who hold endorsement codes for the courses they are teaching. Teachers are encouraged to attend the annual state CTE and the national High Schools That Work conferences to learn new information and teaching methods or curricula that relate to their subject areas.  An improved curriculum framework, as made available by the state department, will be kept by each teacher and followed as a basis for instruction of each course. Use of competencies for each course offering will assure that the curricula standards are taught. Local, state, and federal resources will be coordinated as appropriate and as needs indicate to provide services to students and other stakeholders. Teachers are required to maintain and update a curriculum map and syllabi for each class taught.  During the school year, teachers were required to submit weekly lesson plans to department coordinators. These plans were evaluated based on new state standards and domains required through the state teacher evaluation process. As well as local expectations which are but not limited to use and limited to: use and implementation of technology, higher order thinking skills, differentiated instruction, and real world application/across the curriculum application.  Labor Market data from the Employment Security Office will be used to justify new CTE courses offerings. This information will also be used on career guidance and counseling to help make meaningful and informed career choices.  Active and affiliated vocational student organizations will be sponsored by the classroom instructors as an integrated part of the curriculum and offered to all students.  Articulation Agreements are aligned between York Institute and area state colleges, also, York Institute and Tennessee Technology Centers. In addition dual credit and dual enrollment courses offered through Huntsville Onedia Technology Center.  Community partners are involved with staff development in the design, implementation, and evaluation of the Title I program. For example, trained personnel from the health field and from children service agencies provide information, training, and recommendations to faculty. Parents are included on teams, committees, and advisory councils.  Each student will be assisted in selection of a pathway as mandated by the Educational Improvement Act of 1992. A list of Technical Pathway Options will be made available for the students to use in deciding upon the career choice that best suits them.  All 8th grade students from our feeder schools attend a Career Fair at York Institute in the spring. They also take the ACT Explore during the 8th grade year to help them decide their course selection in high school. All freshmen take the Tennessee Career Information Delivery System (TCIDS) to focus their career options. The Sophomore class takes the ACT Plan to identify areas of weakness and to further focus their career options. Sophomores also visit area higher educational institutions to expand career options and to identify educational opportunities available upon graduation. Juniors take the ASVAB to define career interest and strengths. All Juniors take the ACT test as required by the state of TN. |

|  |
| --- |
| **Collection of Student Performance Data - Narrative Response Required** |
| What types of student performance data are included in your profile?  Attendance data, Gateway Tests scores, EOC scores, ACT scores, writing assessment scores, graduation rates, enrollment projections, withdrawal rates, post-high school intention data, and comparison data to schools of similar size are the performance data included in our student profile AYP.  Perkins Report Card, MIS report (e-TIGER), Concentrator Summary Reports are also utilized in the Career-Technical students’ profile. |

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

|  |
| --- |
| **Delivery of Services - Narrative Response Required** |
| What insights have we gained as to our delivery of services to schools?  Delivery of services are earmarked and shared with parents, students, teachers, and community. Input from a variety of perspectives provides for better planning and carry through. An individualized staff development plan has been implemented for each teacher in the system. This plan is tied to the individual, school, and state technology needs assessment. Surveys show that the faculty rates this plan very high in meeting their needs.  A gain shown through use of the collaborative process is that of reducing the duplication of data collection. Much more efficient use of that data system has now been realized, especially with disaggregating data.  During the 2007-08 school year, a data team was organized. Training on the Tennessee Value-Added Assessment System was completed by all faculty in 2008-09. Teacher volunteers met during the summer of 2010 and compiled data results that were shared with all faculty during the fall in-service of 2010-2011. A database of scores for Explore and the 7th grade TCAP was created for all incoming freshmen. |

|  |
| --- |
| **Evaluation of the Collaborative Process- Narrative Response Required** |
| What are the strengths and needs of the collaborative process used in the TCSPP?  A great strength of the collaborative process at York Institute is the willingness of our teachers, students, staff, and community to participate in the process. We use part/all of teacher planning time one day each week to meet; thus, little after school planning time is required. This makes for excellent attitudes and 100% participation of our faculty. Participants are not only validated in their collaboration but also obtain a sense of ownership in the decision-making process.  A need would be a more effective method of gathering, disaggregating, and dispersing data and pertinent information to our stakeholders ahead of time so they would be better informed and able to participate to a greater extent.  The data team identified three areas of need:   1. Poverty level students were found to have a higher drop out rate and lower test scores, as well as, more discipline and attendance problems. 2. Algebra I EOC Scores increased with the implementation of testing at the end of a full year of instruction; therefore, this has led to the addition of year long classes in other tested areas. As well as, SPED inclusion classes in all academic areas. 3. The more advanced students were found to not show growth as defined by AYP indicators.   (Collaboration should be a major focus in the development of each component. Revisit after completing the work of all 6 components.) |
|  |

COMPONENT 2

BELIEFS, MISSION, and SHARED VISION

## TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

|  |
| --- |
| ***BELIEFS:*** |
| Alvin C. York Agricultural Institute believes:   * All students can meet their individual potential. * All students have inherent value. * All students can become responsible, productive, and contributing members of society. * All students can develop the knowledge and skills that will enable them to pursue whatever life goals they set for themselves. * All students can communicate in an effective manner. * All students can demonstrate an understanding of their interrelationship with the environment. * All students can develop an understanding of the relationship between individuals and cultures. * All students can achieve and maintain social, physical, and mental fitness. * All students have the right to expect a safe and respectful environment. * All students can develop an understanding of the value of technology. * All stakeholders are responsible for student success. * All stakeholders recognize education is driven by research and data. * All stakeholders recognize and understand that all school/community collaborations are designed to accomplish the goals and objectives of student achievement. * All stakeholders know and understand that appropriate and regular communication of student progress is critical to student achievement. * All stakeholders have input in developing policies and procedures for student learning. |

|  |
| --- |
| ***MISSION STATEMENT:***  The mission of Alvin C. York Agricultural Institute is to serve as a model rural school where stakeholders prepare and excel. |

|  |
| --- |
| ***SHARED VISION STATEMENT***: |
| Alvin C. York Agricultural Institute envisions that students will:   * Realize the value of education. * Become responsible members of society. * Have the skills necessary for career choices in the twenty-first century. * Aspire to be successful. * Value their heritage. * Recognize the global/multicultural aspect of the world.   York Institute supports and adopts the mission of the Tennessee Department of Education; that is, its goals focus on helping “teachers teach and students learn.” York Institute understands the attributes of high performing schools and has a shared commitment to academic achievement for all students.  To this end, York Institute envisions that educators, community, parents, and students will:  Recognize that education is driven by research and data. Staff development, parent/community involvement, and collaboration are designed to focus on achieving the goals and objectives of York Institute. Meetings and training are scheduled during the school day and in the evenings to promote participation of stakeholders. Policies and procedures are developed with input from students, parents, community, and educators through the medium of committees and teams, as well as state mandates. Test scores, needs assessments, and surveys are used to aid in determining course offerings and teacher assignment. Action plans are designed with student needs, state goals, and availability of funds in mind. Goals and objectives are prioritized in the York Institute Action Plan as presented in its TCSPP Component 5. The goal for student achievement is always to meet or exceed proficiency. The York Institute Report Card is used to assess and to report student achievement level while indicating areas of need. Tutoring and mentoring programs aid both students and teachers in understanding the significance of quality educational experiences. Curriculum maps help to assure a consistent, spiraled and standards-based teaching/learning experience for all students and educators. Publications such as the student handbook, the school newspaper (provided to the community as an insert in the county newspaper) and on-site facilities such as the York Institute Family Center foster communication. In addition, an internet network, faculty meetings, progress reports, report cards (student and school), parent-teacher conferences, attendance contacts, advisor-advisee meetings, class level meetings, open house, 8th grade day—in conjunction with freshmen registration and development of a plan of study with parents—and community involvement activities, such as the freshman luau and the sophomore sock hop, the junior hoe down party, and the senior Celebration, promote understanding and communication, both internally and externally. Various departments, clubs and organizations conduct individual activities, rewards, functions, and parent meetings throughout the year. An information meeting with parents and students followed by a registration night with parent and student will be held in the spring based their focus of study. |

COMPONENT 3

ACADEMIC and NON-ACADEMIC DATA ANALYSIS and SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS

### TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The following summary questions address the use of various data in Component 3. They are designed as a culminating activity to help you assimilate the work of Component 3. This information comprises Component 3 of the TCSPP to be turned in to the Tennessee Department of Education.

|  |
| --- |
| **Evaluation of Aggregated Data - Narrative Response Required** |
| What are the strengths and needs of your system based on the aggregated data?  Alvin C. York Agricultural Institute is located in Jamestown, Fentress County, Tennessee, on the Cumberland Plateau. There are 650-660 students enrolled for school year 2010-2011, with ninety teachers, support staff, and administrators, serving all students beginning in August and ending in May. YAI is part of the Tennessee Special Schools System and is a single system school-wide Title I school. We have 13% Special Education students. Of the total school’s course enrollment for the 2009-2010 school year out of 692 students 578 were enrolled in a CTE class.  As supported by surveys to parents, community, staff, and students, our school serves all students and communicates effectively with stakeholders. While attendance and graduation rates remain high, a continued focus in these areas is encouraged.  As we disaggregated the data, we discovered some problems with subgroups. Specifically, we found that non-core students need better preparation for the ACT that the more advanced students are not making gains as indicated by AYP indicators, that the poverty level students are at risk of dropping out or failing the EOC tests, and the dropout rate is higher among seniors than lower classmen. These findings will drive our goals for York Institute.  Using the collaborative process to evaluate the data, the Component 3 Committee determined the following:    **Evaluation of Aggregated Data:**  **Strengths:**   * Overall drop out rate is less than 5% * Composite ACT scores, especially of core students * Math EOC Scores * TCAP Writing Assessment * High Graduation Rate * Graduating seniors have post-secondary plans in place * High attendance rate, 93.7% * High percentage of students passing classes   **Need:**   * Focus on better preparing our non-core students for taking ACT. * Expanded Career & Technical Program is in process. * For incoming freshman to be more proficient in math and English.   **Evidence/Sources:**   * York Institute Report Card 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010 * TCAP Writing Achievement Score Reports * EOC Performance Level Reports * YAI Five Year Enrollment Projection * YAI Withdrawal Report Summary * ACT Results for 2003-2009 * YAI 3 Year Attendance Percentage Report * E-Tiger /CTE Report Card * YAI Report of Post High School Intentions * YAI 3 Year Passing Percentage Report * ACT Explore, 7th grade TCAP and 8th grade math, science and English grades |

|  |
| --- |
| **Evaluation of Disaggregated Data - Narrative Response Required** |
| What are the strengths and needs of your system based on the disaggregated data?  Using the collaborative process to evaluate the data, the Component 3 Committee determined the following:  Results of the Language Acquisition Survey given to all students, 2 (ELL) students were identified.  Based on the numbers for the 2009-20010 school years, the following ethnic groups were identified: 99.23% white, 0.155% African American, 0.155% Asian, .46% Hispanic, 0% Native American.  Starting with the 2009-2010 school year, freshmen class data will be analyzed for gaps within the Explore and 7th and 8th grade TCAP. Data will also be disaggregated by race and gender. This process has been implemented with this freshmen class by looking at 8th grade Explore results and 7th grade TCAP scores for placement into regular, technical and inclusion classes at the high school level.  **Evaluation of Disaggregated Data:**  **Strengths:**   * English and Science EOC Scores are meeting state mandates * Special needs students are completing high school and earning a regular diploma * We are meeting at or above our AYP predicted scores while similar schools of size in our area are not meeting their predicted scores. * Drop out rate   **Need:**   * To continue inclusion classes in academic areas * Reduce the number of students who fail classes, especially those on free/reduced lunches * Improve reading skills for both males and females * To work on increasing test EOC scores to above state mandates * To continue to increase student attendance rate in individual classes   **Evidence/Sources:**   * York Institute State Report Card * TCAP Writing Achievement Score Reports * EOC Performance Level Reports * YAI Five Year Enrollment Projection * YAI Withdrawal Report * ACT Results for 2003, 2004, 2005, 2006, 2007, 2008, 2009 * YAI 3 Year Attendance Percentage Report * YAI 3 Year Passing Percentage Report * YAI Report of Post High School Intentions * YAI ACT Range of Scores by * Special Education Federal Tables |

TCSPP TEMPLATE 3.1

(Continued)

**Evaluation of Our Process for Developing Priorities for Improving Schools**

|  |
| --- |
| What are the strengths and needs of your system based on the non-academic data?  Using the collaborative process to evaluate the data, the Component 3 Committee determined the following:  **Evaluation of Non-Academic Data:**  **Strengths:**   * Attendance rates have consistently stayed above the state average for the last three years * Graduating seniors have post-secondary plans in place * Drop out rate is less than 5% * Violent infractions are down * Attendance rate is up * Court referrals are down * Tobacco usage is down * Drug infractions are down   **Need:**   * Program to increase grade recovery * Program to motivate and encourage seniors to stay in school and receive a regular diploma   **Observed Trends:**   * Percentage of students going to a career technical school or into the job market is increasing significantly with each year’s graduates * Percentage of seniors dropping out of school is significantly higher than other classes each academic year     **Evidence/Sources:**   * YAI Withdrawal Report Summary * YAI 3 Year Attendance Percentage Report * YAI Report of Post High School Intentions * Freshman Entrance Exam Scores * YAI 3 Year Passing Percentage Report |

TCSPP TEMPLATE 3.1

(Continued)

**Evaluation of Our Process for Developing Priorities for Improving Schools**

|  |
| --- |
| **Evaluation of the System’s Current Approach in Meeting the Needs of All Students - Narrative Response Required**  In our system’s current approach in meeting the needs of all students, reports and data show that Gateway English and science scores for our system were strengths because they met federal benchmarks according to NCLB. To address the Gateway exam, teachers in target subject areas are provided training that is incorporated into the classroom teaching/learning experience with specific attention to and a goal of mastery of the Gateway indicators.  Passage percentage rates for language arts Gateway have increased. In 2003, a total of 144 students took the test, 127 (88%) passed; 17 scored below proficient. Of those taking the test 74 were free or reduced lunch population. In 2004, 202 students took the language arts test; 184 (91%) passed; 18 (9%) students were below proficient; 110 of the 184 students were free or reduced lunch population. In 2005, 197 students were tested; 185 (94%) passed; 12 (6%) were below proficient; 128 of the 185 were free or reduced population. While these scores and percentages show an increase each year, evidence revealed a discrepancy in the passage ratio of male to female students who took the test. In 2003, 53 (96%) females passed; 74 (83%) males passed. In 2004, 87 (95%) females passed; 97 (88%) males passed. In 2005, 83 (98%) females passed; 102 (91%) males passed. These analyses indicate that more help is needed to increase the percentage of males passing the Language Arts Gateway Exam. In 2006, 164 students tested and 159 (97%) passed; 76 females tested with 74 (97%) passing; 88 males tested with 85 (97%) passing. In 2007, 206 took the exam and 190 passed (92%); 84 (92%) of females and 106 (92%) of males passed. In 2006, the number of students tested that receive free and reduced lunches was 108 (66%). In 2007, there were 140 (68%).  In 2009-2010 the Gateway test at Sophomore level was changed to an EOC test. There were 159 students who took the test with the mean student score being 702.6 with the predicted score at 700.1. The new test is divided into four levels. Advanced was 8%; Proficient was 51%; Basic was 31%; and 10% tested Below Basic. The Writing Assessment three year average for 2008-2010 showed N.D.D. There were 447 students who took the test and the man predicted score was 4.11 and the mean student score was 4.05. For English I EOC a total of 212 students took the test. Advanced was 5%; Proficient was 53%; Basic was 28%; and 14% were Below Basic. These scores did include SPED students in final results.  These results defined a need at Freshmen Level EOC and Junior level TCAP writing. This will be addressed through implementing a year-long Freshman English class for the 2011-12 school year and through plans for teacher inservice on the TCAP Writing requirements for the whole faculty. A practice test will be given and needs identified so that students can be helped with tutoring.  While the overall rates are good, the goal, of course, is 100% passage in order to further the possibility of 100% graduation rate with a regular diploma. Additional attention and special focus on the male student population is indicated as a need.  Students with special needs must also take the Gateway exams. In Language Arts, there has been a steady increase of the percentage of special needs students who successfully complete the exam. In 2003, 23 took the test; 7 (30%) passed [60% females, 22% males]. In 2004, 35 took the test; 21 (60% passed) [67% females, 57% males]. In 2005, 32 took the test; 22 (69%) passed [85% females, 58% males]. In the special needs population of free or reduced lunch, students who passed were: 2003—6 total; 2004—25 total; 2005—16 total. Once again, data shows a significant gap between the success rates of male to female students. Additional attention must be given to the male student population. In 2007, thirty-three were special needs students and 61% passed. Thirteen females took the exam and 8 (62%) passed. Twenty males tested with 12 (60%) passing.  The juniors and seniors special education students must still take the Gateway exams in order to graduate with a regular diploma. In Language Arts, only the most severely disabled students (3 of 14 seniors and 3 of 26 juniors) have not passed the required Gateway exams necessary. In the EOC English I and II all but the most severe (7) were enrolled in an English Inclusion class (36). Of the 36 students enrolled, all but 1 achieved an English credit.  Extra attention is provided through tutoring (teacher and peer), class assignment, teacher assignment, training and staff development. This effort should be continued to reinforce and/or support the overall goals of graduation, attendance, and student achievement.    In Gateway math, the passage percentage has maintained or increased slightly over the last three years. In 2004, 241 students took the algebra gateway test; 192 (80%) passed; 49 (20%) scored below proficient. Of those taking the test 134 (56%) were of the free or reduced lunch population. In 2005, our algebra gateway were maintained with 178 students taking the test; 142 (80%) passed; 36 (20%) scored below proficient; 107 (60%) were of the free or reduced population. In 2006, our algebra gateway scored showed an increase from previous years, 222 students took the test; 187 (84%) passed; 35 (16%) scored below proficient; 140 (63%) were of the free or reduced lunch population. In the last three years, algebra gateway scores have been maintained or increased in passing percentages. Upon further analysis of data, there can be no pattern of difference between male and females who passed. In 2004, 80 (77%) females passed; 112 (82%) males passed. In 2005, 78 (84%) females passed; 64 (75%) males passed. In 2006, 94 (87%) females passed; 93 (82%) males passed. In 2007, 200 students took the Gateway math test; 157 (78.5%) passed. Eighty- six females took the test and 67(78%) passed. 114 males took the test and 90 (79%) passed. In 2007, 135 (68%) students were on free and reduced lunches.  In 2009-2010 the Gateway test in Algebra I was changed to an EOC test. There were 175 students who took the test with the mean student score of 705.1 with the predicted score at 687.4. The new test is divided into four levels. Advanced was 22.2%; Proficient was 28.4%; Basic was 28.4%; and Below Basic was 21%. The system effect was in the 98%-tile.    Students with special needs are also required to take the algebra gateway test. Data indicates from 2004 to 2005 the passing percentage of special needs students declined, but from 2005 to 2006 there was a highly significant increase the percentage of special needs students passing. In 2004, 27 special needs student took the test; 11 (41%) passed (27% females – 50% males). In 2005, 24 special needs student took the test; 5 (21%) passed (20% females – 21% males). In 2006, 25 special needs student took the test; 17 (69%) passed (91% females – 50% males). In the special needs population of free and reduced, students who passed were: 2004 - 8 total (30%); 2005 – 4 total (17%); 2006 – 16 total (64%). In 2007-08, 35 special needs students took the Gateway math exam, 14 (40%) passed. There were 12 females with 2 (17%) passing. There were 23 who took the test with 12 (52%) passing. In the school year of 2009-2010 100% of the Special Education students enrolled in the inclusion Alg. I class passed the Gateway requirements for a regular diploma. Out of the 40 Juniors and Seniors enrolled have not met the requirements at this time. Of those 7 students all are identified as intellectual disabled with 2 of these 7 being severe and working toward a Special Education Diploma. All Freshman and Sophomores were enrolled in a math class with 88% being enrolled in an inclusion Alg. I class and have participated in the Alg. I EOC, thus receiving a credit in Alg. I.  Data indicates that the special needs male is not making as much progress in passing as the females. Additional focus must be continued on increasing gateway algebra passing percentage of the special needs male student.  In Gateway science, the passage percentage has maintained steady with a very high passing percentage over the last three years. In 2004, 191 students took the biology gateway test; 186 (97%) passed; 5 (3%) scored below proficient. Of those taking the test 79 (41%) were of the free or reduced lunch population. In 2005, our biology gateway scores were maintained with 180 students taking the test; 173 (96%) passed; 7 (4%) scored below proficient; 104 (58%) were of the free or reduced population. In 2006, our biology gateway scores were again consistent, 228 students took the test; 222 (97%) passed; 12 (5%) scored below proficient; 144 (63%) were of the free or reduced lunch population. In the last three years, biology gateway scores have been very steady and have maintained very successful passing percentages. Upon further analysis of data, there was a very small difference between male and females who passed, for three years in a row the males had a higher percentage passing than did the females on the biology gateway. In 2004, 81 (96%) females passed; 105 (98%) males passed. In 2005, 73 (95%) females passed; 100 (97%) males passed. In 2006, 102 (95%) females passed; 120 (99%) males passed. In 2007, 190 students tested and 181 (95%) passed. Of those 83 were female with 77 (93%) passing. There were 107 males who tested and 104 (97%) passed. In 2007 127 (67%) were on free and reduced lunch.  In 2009-2010 the Gateway test for Science turned into a Biology I EOC test. There were 157 students who took the test with the mean predicted score at 695.2 and the mean student score at 694.6. This placed us in the 44%-tile for system effect. The new test is divided into four levels. Advanced was 7%; Proficient was 39%; Basic was 30%; and Below Basic was 24%.  These results defined the need for adjustments within the Science Department. The courses in the Science Department will be re-sequenced to better meet the learning needs for the students.  Students with special needs are also required to take the biology gateway test. Data indicates there has been an increase in the percentage of special needs students passing. In 2004, 18 special needs student took the test; 13 (72%) passed (63% females – 80% males). In 2005, 12 special needs student took the test; 9 (75%) passed (86% females – 60% males). In 2006, 29 special needs student took the test; 24 (83%) passed (58% females – 88% males). In the special needs population of free and reduced, students who passed were: 2004 - 6 totals (67%); 2005 – 7 totals (78%); 2006 – 22 total (85%). In 2007, 19 special needs students tested and 10 (53%) passed. Of these special needs students, 8 were female and 4 (50%) passed; 11 were male with 6 (55%) passing.  Biology Gateway scores for special education students have continued to climb. In the year 2009-2010, 100% passage was achieved in Gateway Biology. Following state special education guidelines 14 of the 15 freshman received a Biology credit. These students were all enrolled in a regular Biology classroom with a Special Education Inclusion teaching assistant.  All incoming freshman were required to take an entrance exam in math and English prior to registering for classes. Data indicates that we do not have an acceptable percentage of freshmen ready to enter high school at grade level readiness. In the math for the last three years, scores indicate that only 45.7% of our freshmen scored 70 or above on their entrance exam. In 2004, 148 students took the test; 64 passed (43.2%). In 2005, 188 students took the test; 100 passed (53.1%). In 2006, 167 students took the test; 66 passed (39.5%). In English for the last three years, scores indicate that only 29.5% of our freshmen scored 70 or above on their entrance exam. In 2004, 147 students took the test; 41 passed (27.9%). In 2005, 188 students took the test; 60 passed (31.9%). In 2006, 167 students took the test; 47 passed (28.1%). Results indicate that the percentage of incoming freshmen ready to take Algebra I and English I needs to be higher. A greater effort must be made between our system and our feeder schools to get a higher percentage of incoming freshmen level ready in math and English.  In Spring 2008, the freshmen registration process was revised to incorporate the following: Explore, TCAP and current 8th grade academic grades are used as the evaluation for incoming freshmen for placement.  **What are the strengths and needs of your system in meeting the needs of all students?**  **Strengths:**   * **TCAP Writing Assessment** * **Gateway/EOC English and Science scores** * **Overall Attendance percentages** * **Low Dropout Rate** * **High Graduation Rate** * **EOC math scores** * **Gains in EOC/AYP** * **Fewer discipline and court referrals**   **Needs:**   * **Gateway Mathematics for Students with Special Needs** * **ACT English and Reading Scores** * **ACT Composite scores** * **ACT Math scores** * **ACT Science scores** * **More Data Assessment training** * **Professional dev. On Reading / Differentiated Instruction** * **Staff Dev. On new EOC and ACT testing strategies/format** * **Motivate Seniors to pursue regular diplomas** * **Lack of student motivation** * **Continue working and improving communication with feeder schools**   **Evidence/Sources:**   * **York Institute Report Card 2003, 2004, 2005, 2006, 2007.2008, 2009** * **TCAP Writing Achievement Score Reports** * **Gateway Performance Level Reports** * **YAI Five Year Enrollment Projection** * **YAI Withdrawal Report** * **ACT Results for 2003, 2004, 2005, 2006, 2007** * **YAI 3 Year Attendance Percentage Report** * **YAI ACT Range of Scores by Gender** |

|  |
| --- |
| **Evaluation of the Prioritized Goals - Narrative Response Required** |
| What are your data driven prioritized goals?  Using the collaborative process to evaluate the data, the Component 3 Committee determined the following:  **Evaluation of the Prioritized Goals:**  The current goals of York Institute based on the data analysis: 2006, 2007, 2008, 2009     * Expand our Career & Technical program * Work with our feeder schools to prepare incoming freshman to become level ready in math and English * Develop a more focused Algebra Gateway class for our special needs students * Develop a strategy to encourage seniors to continue pursuing a regular diploma instead of opting for adult high school or a GED diploma   The current goals of York Institute based on the data analysis: 2007, 2008, 2009   * To continue expansion of our Career & Technical program * To work with feeder schools to prepare incoming freshmen in becoming level ready in math and English * To continue our Gateway Algebra focus for special needs students on all male students * To continue to encourage seniors to pursue a regular diploma instead of opting for adult high school or a GED diploma * Pursue staff development on reading and differentiated instruction * Pursue staff development on EOC and ACT testing strategies/format   Because of York Institute’s status as a state funded special school district, prior to the 2007-08 school years, student data was not accurate. Beginning this year, information is now transferred from EIS to e-TIGER, thus eliminating the possibility of error. Therefore, our data is now showing more validity.  1S1 was a “B” (86.43%) in ’06, but in ’07 is registered as an “A” (86.88%) and is above the state average (86.21%).  1S2 – Our average (98.82%) is above state requirements (96.48 %) but no significant gains were shown so the score remained a “B”.  2S1 was a “B” (86.43%) in “06, but in ’07 it registered above state average (90.25%) as an “A” (91.77%).  3S1- Loss was shown in this area for placement. In ’06 our score was an “A” (97.4%), but in ’07 it fell to “B” (81.00%). The state average is 94.04%. A high number of students could not be located for follow-up interviews. Work with High Schools That Work/CTE to continue to follow up on graduates post high school training/education.  The current goals of York Institute based in the data analysis: 2008, 2009   * To provide gender equity training for all faculty * To continue expansion of our Career & Technical program * To work with feeder schools to prepare incoming freshmen in becoming level ready in math, English, and science * All teachers to attend training on Tennessee Value Added Assessment System for the purpose of disaggregating and analyzing data * To provide staff development concerning teaching strategies regardless of content or grade level * To continue to encourage seniors to pursue a regular diploma instead of opting for adult high school or a GED diploma * CTE students show growth in Academic Attainment in Math and Reading/Language Arts 2.5% by the year 2013 * CTE programs will show an increase in graduation rate and secondary school completion with an increase of technical skill attainment by 2013 * Improve secondary placement and non-traditional completion by maintaining a satisfactory involvement of non-traditional participation * Make data driven decisions regarding curriculum and instructional practices in relation to student placement and staff development * Have continuous improvement in CTE area * Remain constant in the gender equity area in CTE and SPED * Continue to encourage/motivate and work with Seniors to pursue a regular diploma and to be college or work force ready * Continue high quality and data drive professional development |

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, and  
ORGANIZATIONAL EFFECTIVENESS

**Part II. Curricular Practices**

**TCSPP Template 4.1b**

**Curriculum Gap Analysis**

|  |
| --- |
| **Curriculum TIME Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: TIME**  The curriculum is driven first by graduation requirements established by the state department of education. In addition, teachers have curriculum maps and update them yearly. Maps can be accessed on the York Institute website at www2.york.k12.tn.us. Classes are aligned so that spiraling occurs. CTE and academic teachers have aligned curriculum to integrate standards for classes. Our curriculum is based on the Tennessee Frameworks. Textbooks, technology, and other teaching material are correlated to state and national standards. Teachers are responsible for aligning unit and lesson plans to the state standards. Lesson plan notebooks have been produced to align standards to the ACT, and TCAP Writing and End of Course tests. Beginning the 2007-08 school years, teachers were required to submit weekly lesson plans to department coordinators. These plans were evaluated based on state standards and domains required through the state teacher evaluation process. Writing across the curriculum is emphasized in all courses. Achievement benchmarks provide beneficial information to the teachers throughout the semester. The administration and faculty also analyze various trends in curriculum, searching for the best practices that should be implemented at the school. Administrators serve as mentors, and conduct evaluations, observations, and snapshots to ensure teaching practices adhere to the prescribed curriculum. Admission requirements at the Tennessee Board of Regents colleges, universities, and technology centers as well as the University of Tennessee are reviewed to make sure that our curriculum addresses the needs of our students planning to continue on to post-secondary education institutions. Our current textbook adoption plan is distributed annually to the faculty. All department chairs check the textbook adoption rotation schedule and plan one year in advance for new textbook adoption.  **"What Ought to Be" - How Should we be Using Our: TIME**  Curriculum maps in all areas need to be reviewed by teachers. Our current textbook adoption plan should be distributed annually to the faculty. All department chairs need to check the textbook adoption rotation schedule and plan one year in advance for new textbook adoption. Reading needs to be a required action in each classroom and reading logs need to be kept by each teacher to show student progress from year-to-year. These reports need to be a part of the student portfolios. In 2009-2010, York Institute required a reading course for incoming freshmen based on TVASS and Explore test results. Walk-through assessment will be implemented in 2008-2009. |

|  |
| --- |
| **Curriculum MONEY Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: MONEY**  Funds set aside for textbooks, reference materials, and classroom technology is increased annually as costs increase. This allows for the purchase of updated materials that correspond to current state curriculum standards and available technology. Each department analyzes curriculum to determine appropriate course offerings in order to better prepare students for post secondary education and the world of work. Funds and resources of federal programs are used to ensure the intents and purposes of each program. Title I—used to improve basic programs operated by York Institute; Title II—allocates funds for teacher and principal training and recruiting, aids in professional staff development; IDEA—to serve moderate to severely disabled students; Carl Perkins—used for Career & Technical program improvement and integration extended contract funds are used for additional assistance to students experiencing difficulties in mastering standards. RTTT funds used to update technology for core academics.  **"What Ought to Be" - How Should we be Using Our: MONEY**  We would like to see more money for technology and the training to help keep up with the rapid change in technology. Money should also be used for seminars or staff development for teachers on how to implement best practices in reading for all areas. A focus needs to be on the Career & Technical programs to help establish the importance of obtaining a regular diploma. Money should be used for training for staff development in data and research. |

|  |
| --- |
| **Curriculum PERSONNEL Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: PERSONNEL**  Personnel are used in a variety of ways to provide understanding and implementation of high quality curriculum practices. Experienced personnel serve as mentors to new teachers. Personnel also attend staff development opportunities throughout the year, and then provide training for the rest of the faculty. Several teachers are involved in tutoring before and after school. All teachers are certified and all are highly qualified in their teaching area. The administration encourages personnel to continue their education, resulting in a high level of Post Baccalaureate degrees. Teachers are cross-trained in technology and are used to assist each other. Mrs. Cope, coordinators, and teachers review new curriculum practices, participate in training on practices and work to implement those that are in the best interest of the students attending York. Teacher collaboration is encouraged for all tenured faculties and is required for all non-tenured teachers. Beginning 2007-08 school year, teachers were required to submit weekly lesson plans to department coordinators. These plans were evaluated based on state standards and domains required through the state teacher evaluation process. Beginning in 2010, TAP evaluation process began at YAI with trained evaluators.  **"What Ought to Be" - How Should we be Using Our: PERSONNEL**  Continue to require that all teachers remain highly qualified in teaching area. We need additional training in technology. Each building or department should have one person trained in technology. A need is seen for a reading specialist or certified reading teacher in order to help establish best practices for reading. In 2009-2010, the Read Right program was implemented for all incoming 9th graders that met requirements. York Institute will only hire highly qualified teachers. If none are available then we will advertise and work with local universities to get all teachers highly qualified. |

|  |
| --- |
| **Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: OTHER RESOURCES**  High quality and ongoing professional development activities are conducted throughout the year. Teachers and administrators attend various conferences and staff development opportunities offered throughout the year to be informed of scientifically based research and effective strategies. Faculty members attend the annual CTE conference, Special Education conference, and the Science, Math and Engineering Partnership with TTU. Teachers also attend specialized conferences and workshops. English teachers attend writing workshops. CTE teachers, TEA and NEA members, the JROTC staff, and math and science teachers attend content specific meetings and workshops. Faculty members attend technology workshops and training throughout the year. Teachers also use members of the community, and get students involved in the community. Planning blocks are used to facilitate sustained and ongoing high quality staff development. Documentation is available through sign-in sheets, agendas, and travel requests. Examples: the special education department takes students into the community to learn workplace skills, child development classes work in a daycare, economics classes invite members in the community to teach about commerce; the communications class uses various community members during an interview activity.  Funding resources for school use include: Title I, Title IIA, Title IID, RTTT, IDEA, Carl Perkins, HSTW, Extended contract, State of Tennessee, special grants (TN ACHE grant and ETnMSP grant).  **"What Ought to Be" - How Should we be Using Our: OTHER RESOURCES**  Teachers should utilize, implement and share the training they receive in conferences and workshops they attend in the summer and throughout the school year. A committee needs to be established to help research and identify research-based-best-practices in reading for all areas. Reading instructor shared ideas via email and through inservice training Fall 2010. |

**TCSPP Template 4.1c**

**Curriculum Reflective Questions**

|  |
| --- |
| **Curriculum Reflective Questions - Narrative Response Required** |
| Are we providing equity and adequacy to all our schools?  York Institute is a single school system. |

|  |
| --- |
| **Curriculum Reflective Questions - Narrative Response Required** |
| Are we targeting funds and resources effectively to meet the needs of our students?  Our annual planning process is based on the needs of our students. Data is aggregated and disaggregated to determine needs. A data team has been established and in 2008-09, they will be working more vigorously in this area. During summer of 2010 teachers from various departments, met for one week to disaggregate data and presented findings at Fall 2010 in-service. Staff development is provided based on identified needs. Funds and resources of federal programs are used to ensure the intents and purposes of each program. Title I—used to improve basic programs operated by York Institute; Title II—allocates funds for teacher and principal training and recruiting, aids in professional staff development; IDEA—to serve moderate to severely disabled students; Carl Perkins—used for Career & Technical program improvement and integration. |

|  |
| --- |
| **Curriculum Reflective Questions - Narrative Response Required** |
| Based on the data, are we accurately meeting the needs of students in our schools?  Yes, our annual goals are being met. |

**TCSPP Template 4.1d**

**Curriculum Summary Questions**

|  |
| --- |
| **Curriculum Summary Questions - Narrative Response Required** |
| What are our major strengths, and how do we know?  Teachers have curriculum maps and course syllabi that update yearly. Maps can be found on the York Institute website (it will undergo a major overhaul in summer of 2011). CTE and academic teachers have aligned curriculum to integrate standards for classes. CATI Grant funds were used to compensate teachers for time spent on integration. Curriculum at York Institute is based on the Tennessee Frameworks, state and national standards. Teachers are responsible for aligning unit and lesson plans to the state standards. Lesson plan notebooks have been produced to align standards to the ACT, End of Course tests. . Honors classes were put into place for the 2008-2009 school year (due to scheduling conflicts, honors classes were dropped in favor of more dual credit courses). The focus will be with Biology I, Algebra I, and English at Freshmen level. Classes will be added as the Class of 2012 advances toward graduation. Reading was offered for the 2009-2010 school year. All students, starting with the Class of 2012, will be required to take a math class each year. |

|  |
| --- |
| **Curriculum Summary Questions - Narrative Response Required** |
| What are our major challenges and how do we know?  Our major challenge is the ability to work with feeder schools to prepare and assure readiness of the incoming freshmen. Emphasis needs to be placed on reading improvement, Algebra I, and developing strategies to encourage students to pursue a regular diploma. Another major challenge is the implementation of a new course sequences in science and math. American History is also being returned to the junior level to correlate with English III content. This transition will prove difficult until course sequence has been adjusted. Beginning Fall 2011, Alg. II will be aligned with chemistry I and offered together in an 1.5 hr block. In addition, the entire science department will realign class offerings to follow state recommendations. |

|  |
| --- |
| **Curriculum Summary Questions - Narrative Response Required** |
| How will we address our challenges?  Surveys could be given to juniors and seniors to aid in deciding what electives would be beneficial and motivational. Also, more special interest clubs might be formed. Purchase needed items, hire additional support personnel, and staff development for all teachers. We could include students’ parents in reading and writing groups in after-school/summer workshops. Teachers could post syllabi and other classroom information on the York Homepage. York teachers also need to be visible in the feeder schools at ballgames and other functions. School visitations by freshmen core curriculum teachers should be implemented for 7th and 8th grades. In spring 2010, we will hold class meetings with students and parents to distribute information about graduation requirements ant to register students for the upcoming school year. |

**Part III. Instructional Practices**

**TCSPP Template 4.2b**

**Instructional Gap Analysis**

|  |
| --- |
| **Instructional TIME Gap Analysis - Narrative Response Required** |
| **"What is" The Current use of: TIME**  The York Institute administration team uses an annual needs assessment to determine how to best help teachers and students improve. The main focus is on test improvement and the State Report Card. Evaluation, supervision, substitute teacher training and placing, and staff development are major areas of focus. The school makes an effort to maximize instructional time by limiting non-academic activities during the school day. Beginning in Fall 2011, all sports will be limited to one block per school year, 2011-2012. We make it a priority to provide constant supervision to ensure a safe learning environment for our students. Additionally, much attention is focused on student services such as academic, personal, and career counseling and course selection. The business office assists the teachers and students through purchasing, travel, maintaining the front office, and food service. Continuous staff development emphasizes training in a variety of teaching strategies such as cooperative learning, role-playing, presentations, the use of technology, etc. Teacher mentoring is required to all teachers with five years or less of teaching experience at York Institute. Before and after school tutoring provides additional instruction for students who need extra help. Staff development to assist teachers in learning how to reach and teach all of their students is a major instructional practice. Instruction is aligned to state standards and prepares our students for state mandated tests.  **"What Ought to Be" - How Should we be Using Our: TIME**  The State Report Card should be emphasized with annual goals for improvement in each area. The needs assessments should be extended to survey all of our stakeholders including administration, teachers, students, parents, and the community. We need to look at additional opportunities for our students including enrichment activities at the honors level and a new student survey to determine course offerings. We need to do even more to maximize instructional time by further limiting non-academic activities during the school day. Contact with feeder schools should be an on-going process that begins as early as 7th grade. Spiraling needs to be established between 8th and 9th grade curriculums. In 2008-09, honors classes will be implemented in science, English, and math at the freshmen level. Additional honors classes will be added to the curriculum as needed. Due to scheduling, honors were removed to implement more dual credit classes. |

|  |
| --- |
| **Instructional MONEY Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: Money**  How we use our money is driven by state and federal requirements. At York Institute, tutoring is a priority. Textbooks, classroom materials, staff development, and additional pay for teachers who teach four core curriculum classes are important uses of our money. Class size reduction funds are used to lower pupil-teacher ratios in English, recognizing that improved communication skills will improve performance in all areas. Supplemental materials are purchased on an “as need” basis. RTTT funds used for purchase of technology and training. "What Ought to Be" - How Should we be Using Our: MONEY Reach goals as set by the state and NCLB using a needs assessment to determine the importance with money allocated to the greatest need. |

|  |
| --- |
| **Instructional PERSONNEL Gap Analysis- Narrative Response Required** |
| **"What is" The Current Use of: PERSONNEL**  We must look to the future for improvement for all stakeholders. Needs assessments and student course selections determine our personnel. All our teachers are highly qualified. All teachers with 5 years or less experience at York Institute have at least one mentor. Additional classes have been added for incoming freshmen with an identified need for English I and II, Biology I, and Algebra I due to NCLB. In 2008-09, an inclusion class will be established in Technical Algebra and English II. We no longer offer Technical Algebra. In addition to those classes, we now offer inclusion (SPED certified teacher with regular academic teacher) to include Eng. I, Eng. III, Eng IV. Alg. I and II, Geo. and assistants in Biology, physical science and U.S. History. "What Ought to Be" - How Should we be Using Our: PERSONNEL All teachers should be highly qualified. New teachers need to receive additional training from established mentors on classroom management and creating lesson plans to include instruction in 90 min. blocks. |

|  |
| --- |
| **Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: OTHER RESOURCES**  York Institute has several outstanding partnerships with our community to help students learn real life experiences. Partnerships with dual credit and joint enrollment at RSCC, Technology Center at Huntsville-Onedia, the child development class and the Head Start, the economics class and the UT Extension Office, and the transition and work based learning classes with several local businesses are some very valuable "other resources" that are beneficial to our students. We also participate in the East Tennessee Math and Science Partnership, as well as the TTU Science, Technology, Engineering, and Math Project (STEM). York Institute provides the opportunity for on-line classes for high achieving students during the school day. Our school participates in the TN Scholars Program. This program encourages students to select a more rigorous and challenging curriculum, to perform community service, and to have exemplary attendance. College visitations to any school are encouraged for Seniors nearing graduation. The School-to-work requirements for the Communications class at senior level establishes contact with students and businesses and teaches job interview skills. York Institute will also be offering a physics class in partnership with the University of Tennessee physics department and/or Roane State Community College. Character Education is taught within the English curriculum at all levels. It is also utilized within Resource Math.  **"What Ought to Be" - How Should we be Using Our: OTHER RESOURCES**  More community involvement and adult mentoring should be utilized. Additional Roane State resources could also used as interested students who meet the entrance requirements are identified. |

**TCSPP Template 4.2c**

**Instructional Reflective Questions**

|  |
| --- |
| **Instructional Reflective Questions - Narrative Response Required** |
| Are we providing equity and adequacy to all our schools?  York Institute is a single school system. |

|  |
| --- |
| **Instructional Reflective Questions - Narrative Response Required** |
| Are we targeting funds and resources effectively to meet the needs of our schools?  Yes. Our report card meets or exceeds state requirements in all areas. |

|  |
| --- |
| **Instructional Reflective Questions - Narrative Response Required** |
| Based on the data, are we accurately meeting the needs of students in our school?  Yes. We are meeting all of the requirements of the Tennessee State Department and NCLB. |

**TCSPP Template 4.2d**

**Instructional Summary Questions**

|  |
| --- |
| **Instructional Summary Questions - Narrative Response Required** |
| What are our major strengths and how do we know?  We have several instructional strengths. Our instruction is aligned to state and national standards. We have curriculum maps and syllabi that are date-driven. The use of a wide variety of meaningful and challenging activities, the assistance provided beyond the classroom with before and after school tutoring, the opportunity to develop high-quality teachers through a state approved evaluation process, and the availability of college courses so that teachers can further their education are also major strengths of our instructional program. Another major strength is quality group and individual staff development opportunities for our faculty. Special Education students are mainstreamed for many classes and as a result can receive regular diplomas. The faculty is encouraged to incorporate and utilize a variety of teaching strategies in order to meet the needs of diverse learning styles. During the 2007-08 school year, teachers were required to submit weekly lesson plans to department coordinators, this continues today. These plans were evaluated based on state standards and domains required through the state teacher evaluation process. In 2008-09, an inclusion class was established in Technical Algebra and English II. These classes expanded to include in English I, III, IV, Geo., Alg. II, U.S. History, and several science classes. |

|  |
| --- |
| **Instructional Summary Questions - Narrative Response Required** |
| What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.   * To work with feeder schools to prepare for and assure readiness of incoming freshmen in Algebra I and regular 9th grade English. * To expand our Career & Technical program and establish higher academic requirements for all Career-Technical students. * Teachers need to receive additional training in classroom management and writing lesson plans. * Teachers need training concerning teaching strategies regardless of content or grade level. * All teachers need to be trained on gender equity. * All teachers need to be trained on TN Value-Added Assessment System for the purpose of analyzing data. * Continue working with feeder schools but expand our Alg. II to 45 min. sessions all year long and pair it with Chem. I. during sophomore year. * English at 9th grade level to change their schedule to 45 min. all year long. * Expand Jr. Level TCAP writing sessions during in-service and use practice test to identify students to help with tutoring prior to test * Identified need to re sequence science courses as recommended by State Department of Education, physical science, Chem. I then Biology. |

|  |
| --- |
| **Instructional Summary Questions - Narrative Response Required** |
| How will we address our challenges?  Incorporate new strategies to improve feeder school relationships. Review graduation requirements for Career &Technical students to create a core curriculum that focuses on higher academic expectations. Offer a variety of classes for those with a major in CTE so students do not have to repeat classes. |

**Part IV. Assessment Practices**

**TCSPP Template 4.3b**

**Assessment Gap Analysis**

|  |
| --- |
| **Assessment TIME Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: TIME**  Specialized training for Gateway and TCAP Writing and the alignment of State Standards for EOC and ACT are the major assessment goals at YAI. Staff development on test administration and preparation enables teachers to help all students become successful on tests. Preparing our students to do well on the state-mandated tests and the college entrance exam are vital elements of our assessment strategy. ACT Academy was put in place in 2009-2010 to review and prep students in ACT. Staff development on the NAEP assessment helps teachers prepare our students for this national exam. Curriculum mapping and class syllabi is updated yearly to ensure that spiraling and new practices are used. All teachers are encouraged to utilize "Writing Across the Curriculum" strategies within their classrooms to enhance student readiness for state tests. The importance of excelling for one's own gain is encouraged through a series of Dragon Pride Rallies that reward students for improvements made within their academic classes throughout the school year. Teachers are encouraged to model classroom tests after state tests. The Renaissance Program was put in place 2009-2010 to motivate and reward students for grades and attendance. This program is funded by local business and industry.. ASVAB is also given to all juniors to help identify future goals and interests.  **"What Ought to Be" How Should we be Using Our: TIME**  Advertise and encourage the use of existing ACT study prep course and on-line materials. More staff development for the NAEP assessment is needed. Working more efficiently with our feeder schools to improve assessment at York Institute. Staff development needs to be given for interpreting the results of state mandated tests. Test results need to be given shared with faculty to encourage ownership of results. Teachers who had spent one full week going over data and making charts presented at staff development in the Fall 2010. Staff development will be completed to enable all faculty to interpret data for use in making curriculum decisions. This incorporates the research-based practices of data that will help us meet the goals set forth in NCLB. A parent night for test interpretation and dissemination should be established. Parent nigh was incorporated and data was mailed home. |

|  |
| --- |
| **Assessment MONEY Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: MONEY**  Conferences, teacher training for gateway, tutoring, and ACT study materials are the ways we currently spend our money for assessment. The PLAN test is required for all sophomores and is paid for by the school. Nutritious snacks are provided during the EOC, ACT and Gateway exams to ensure that students are mentally alert and ready to take the test. One teacher has received funds to take classes needed to become highly qualified. "What Ought to Be" How Should we be Using Our: MONEY Continuously research and train our staff on best practices for teaching all Gateway, TCAP Writing, EOC, ACT, and NAEP assessments. New materials need to be purchased for teaching to those required tests. Teacher training should also be given so that relevance of those tests is acknowledged by all stakeholders. |

|  |
| --- |
| **Assessment PERSONNEL Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: PERSONNEL**  The school counselor serves as the Assessment Coordinator for all state mandated tests and the ACT. Staff development is provided to all faculty members, not just to those teaching subjects requiring a high stakes test. New teachers are mentored by more experienced teachers. Department coordinators assist the Assessment Coordinator in training teachers in the preparation and administration of all state mandated assessments.  **"What Ought to Be" How Should we be Using Our: PERSONNEL**  Team teaching and teacher collaboration should be utilized more across the curriculum. In Addition, inclusion classes with certified SPED and core academic certified teachers are taught in EOC classes. Teachers and administrators should continue to research and implement new teaching strategies. A collaborative partnership needs to be established with the feeder schools to improve student placement of incoming freshmen. All faculty needs to be informed of requirements for and results of high stakes tests. Inclusion classrooms should be established to better serve the students. These classes were established in 2009-2010 school year in English and Math. |

|  |
| --- |
| **Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required** |
| **"What is" The Current Use of: OTHER RESOURCES**  IDEA funds are used to ensure the student's special needs are being met to enable them to be successful in the regular classroom environment whenever possible. Perkins funds are used for program improvement and expanding course offerings. Title I funds are used to ensure that the economical disadvantages of our area are overcome to assist students in meeting all of the requirements to graduate with regular high school diplomas. A program of information-sharing has been established with feeder schools within the county. Scores from Explore, TCAP, and grades from 8th grade year are used for class placement at the Freshmen level. Inclusion grant provided a TA in science classes.  **"What Ought to Be" How Should we be Using Our: OTHER RESOURCES**  We should be using more parents and volunteers from the community as guest speakers and student instructors within our classrooms to help expand student motivation. Grade-level parental meetings should be established as a way to inform parents of the necessity of required curriculum in relation to exit exams and post-secondary education. These meetings were put in place Spring of 2010 and will continue each Spring. Parents and students meet with school personnel to review graduation requirements and then pre-register students for upcoming school year. |

**TCSPP Template 4.3c**

**Assessment Reflective Questions**

|  |
| --- |
| **Assessment Reflective Questions -** **Narrative Response Required** |
| Are we providing equity and adequacy to all our schools?  York Institute is a single school system. |

|  |
| --- |
| **Assessment Reflective Questions -** **Narrative Response Required** |
| Are we targeting funds and resources effectively to meet the needs of our school?  Yes. ACT scores are at predicted range; however, we are striving and expect higher scores than predicted state and national averages. Gateway scores are well above state requirements. We are at or above predicted scores in EOC test. TCAP Writing scores are at or above the state average. The Perkins report card shows that our school meets or exceeds all state and local goals. |

|  |
| --- |
| **Assessment Reflective Questions -** **Narrative Response Required** |
| Based on the data, are we accurately meeting the needs of students in our schools?  Yes. York Institute meets and exceeds state goals, meets and exceeds NCLB Requirements and the CTE program meets or exceeds state standards. |

**TCSPP Template 4.3d**

**Assessment Summary Questions**

|  |
| --- |
| **Assessment Summary Questions -** **Narrative Response Required** |
| What are our main strengths and how do we know?  Our ACT scores, EOC scores, Gateway scores, and TCAP Writing scores are at or above state and national averages. Our CTE program has met or exceeded state standards. We use a wide variety of assessments that are not state-mandated. ASVAB, NAEP, PLAN (now state mandated) and the use of portfolios enhance our assessment program. Our staff development assures that we administer tests properly and ensures test reliability, validity, and security. High stakes test scores are returned to the teachers who are directly affected in an accurate and timely manner. Modifications on high stakes tests for special needs students are utilized according to state or ACT accommodations. |
| **Assessment Summary Questions -** **Narrative Response Required** |
| What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.   * Work with feeder schools and assure readiness of incoming freshmen in Algebra I and 9th grade English. * Requirements for and results of state mandated tests need to be distributed to all faculty. * All teachers need to attend training on TN Value-Added Assessment System for the purpose of analyzing data. * To continue our Gateway Algebra focus for special needs students while adding an emphasis on all male students. * Continue training to improve scores in EOC and ACT * To improve writing scores |
| **Assessment Summary Questions -** **Narrative Response Required** |
| How will we address our challenges?  Establish meetings with feeder schools with a focus on course content so that spiraling can be established. Create a format for distributing and interpreting high stakes test results to all faculty before report card is released so that ownership of results can be established. Teacher training needs to be given on the TN Value-Added Assessment System. Data training was completed in Fall 2010, but will continue throughout year. Gender equity training needs to be given to all faculty. Training was given. |

**Part V. Organizational Practices**

**TCSPP Template 4.4b**

**Organizational Gap Analysis**

|  |
| --- |
| **Organizational TIME Gap Analysis -** **Narrative Response Required** |
| **"What is" The Current Use of: TIME**  A major organizational practice is maximizing instruction time. Interruptions, announcements, assemblies, and field trips are limited in order to protect instructional time. Several proactive programs are utilized at York Institute to provide, enhance, and encourage a safe learning environment. Sexual harassment and bullying training and the Safe and Drug Free program provide information on a safe school environment. The Advisor/Advisee, Intervention, and Career Training programs target all students to help them to be successful while earning their high school diplomas. The Dragon Pride Rally, various academic Honors Banquets, Athletic Banquets, CTE banquets and JROTC Ball honor hundreds of students throughout the year. Renaissance Student Motivation Program. Weekly or monthly staff development meetings scheduled by plan groups keep the faculty up to date on the important initiatives and goals of the school. Teacher observations and the Teacher Mentoring Program are important uses of time for our organizational practices. The Character education program has been incorporated into the English curriculum and is addressed in class rules at all four levels. It is also a major unit of study for the JROTC program. Planning time allows teachers to work together on collaborative units of study. "What Ought to Be" - How Should we be Using Our: TIME Preparing, learning new teaching styles, viewing, and visiting other schools are always priorities as time allows. The mentoring program needs to be a more active process with all assigned mentors working with those assigned to them. Experienced teachers need to be mentored at known difficult transition years (seven, 13, etc), so that they can learn new teaching strategies and have support during the process. Training in the TAP evaluation process. |

|  |
| --- |
| **Organizational MONEY Gap Analysis -** **Narrative Response Required** |
| **"What is" The Current Use of: Money**  Appropriate funds are budgeted to provide the above listed programs. Travel funds provide for required staff development.  **"What Ought to Be" - How Should we be Using Our: MONEY**  Staff development for teachers on the budget process. Continue to fund and support proactive programs. Supplements should be made available to those willing to actively work with and mentor other teachers. Title IIA funds used to pay teachers to complete research and disaggregate test data. |

|  |
| --- |
| **Organizational PERSONNEL Gap Analysis -** **Narrative Response Required** |
| **"What is" The Current Use of: PERSONNEL**  The following is the personnel currently working at YAI. Administration 1, Director of Instruction 1, Dean of Students 1, School Counselors 2, Educational Consultant 1, Nurse Practitioner 1, Instructors 47, Technology 2, Librarian 1, Educational Assistants 9, Clerical 6, Food Service 7, and Maintenance 7, Substitute Teachers 7  **"What Ought to Be" - How Should we be Using Our: PERSONNEL**  A lower student teacher ratio is desired for the Gateway and EOC accountable classes. |

|  |
| --- |
| **Organizational OTHER RESOURCES Gap Analysis -** **Narrative Response Required** |
| **"What is" The Current Use of: OTHER RESOURCES**  Community support is very evident at York Institute. Local business and agencies work closely with the school to provide learning opportunities for the students. The Fentress County Chamber of Commerce, along with fifteen or more local businesses, sponsors the TN Scholars program to help the school encourage students to take a more rigorous course of study and become active participants in the community with required community service hours. Open House is also held once a year. The community is invited to come for a free meal and various colleges, businesses, and technical schools set up booths for visitation. A Health Fair is held each year. Local banks, health care providers, 4-H extension office, and the police set up booths and all students visit them throughout the day. All seniors are taken for a Career day to Tennessee Technological University. We also have an Awards Day. Students are often presented with special scholarships during this time. The local Wal-Mart sponsors a “Teacher of the Year” and recognition is given on that day. Booster Clubs work with the football, basketball, softball, baseball, and choir programs. Quality Home Health and Private Duty Care Sponsor the Renaissance Program for students.  **"What Ought to Be" - How Should we be Using Our: OTHER RESOURCES**  Continue the practice of encouraging community support and strive to get even more local business and organizations to become involved in our school. |

**TCSPP Template 4.4c**

**Organizational Reflective Questions**

|  |
| --- |
| **Organizational Reflective Questions - Narrative Response Required** |
| Are we providing equity and adequacy to all our schools?  York Institute is a single school system. |

|  |
| --- |
| **Organizational Reflective Questions - Narrative Response Required** |
| Are we targeting funds and resources effectively to meet the needs of our schools?  A main target has been technology. Technology has helped in gaining computers for Star Student, the Library, Plato and CTE building computer labs. Tutoring is a major use of our funds. Before and after school tutoring allows students to receive the extra help they need to be successful in school. Staff development is an important use of funds at YAI. Funds are also used for summer programs as needed and desired by students. Funds also assist teachers to further their training to become highly qualified as needs are identified. Teachers should be paid for summer training and for the mentoring program. |

|  |
| --- |
| **Organizational Reflective Questions - Narrative Response Required** |
| Based on the data, are we accurately meeting the needs of students in our schools?  Yes. Test scores on EOC, Gateway, ACT, and TCAP Writing are proof that we are meeting the needs of our students. Our graduation and attendance rates are also proof that we are meeting the needs of our students. The numbers using the tutoring programs show that student needs are being met. Students attend these sessions to have access to computer technology not available to them at home. Make-up tests and assignments are also addressed during these sessions. Lower discipline referrals and lower court referrals are indicators that we are meeting our students needs. |

**TCSPP Template 4.4d**

**Organizational Summary Questions**

|  |
| --- |
| **Organizational Summary Questions - Narrative Response Required** |
| What are our major strengths and how do we know?  Maximizing instructional time, our various proactive programs and staff development opportunities are our major organizational strengths. The in-house accessibility of our Director of Schools, Director of Instruction, and Dean of Students is a major strength. Departmental support through our organizational chart (Division Coordinator and Department Chair) is also an important strength. The mentoring program established also aids in the growth of new teachers. Coordinators trained in Master teacher program, trained and certified in TAP evaluation process, and various programs bring quality leadership to the table. |

|  |
| --- |
| **Organizational Summary Questions - Narrative Response Required** |
| What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.   * Program of study to motivate and encourage seniors to stay in school and receive a regular diploma * Offer more CTE classes within each major * Improve ACT reading skills for both males and females |

|  |
| --- |
| **Organizational Summary Questions - Narrative Response Required** |
| How will we address our challenges?   * Combine Career & Technical and Regular diploma pathway * Sequence classes so that students are exposed to a math, science, and English every year for all four years * Introduce a reading content class to be taken at any level * Work with Technology Center at Huntsville-Oneida to expand CTE courses * Work with Roane State Community College to expand dual credit courses * Continue reading course for incoming Freshman * Restructure science and math classes to challenge students * Meet with parents to plan students selection of courses * Implement course focus * Remove/limit sports during school day |

#### 

**TCSPP Template 4.1a**

**Curricular Practices**

**Page 1 of 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Current Curricular Practices** | **Standards Based Curriculum** | **Curriculum Mapping** | **Achievement Benchmarks** | **Reading Improvement** |
| Evidence of Practice | Curriculum Maps, Lesson and Unit Plans, and TCAP Writing Assessment Notebook | Maps are on the school website | Pre/post test, 9 weeks and Final exams required, Practice  Gateway and EOC exams. | Conduct Research to Find Best Practices;  Test Scores- Gateway, ACT; HSTW Log |
| Is the current practice  research-based? | Yes | Yes | Yes | NA |
| Is it a principle & practice of high-performing school systems? | Yes | Yes | Yes | Yes |
| Has the current practice  been effective or ineffective? | Effective | Effective | Effective | This is a new school initiative, the  effectiveness is TBD |
| What data source(s) do you have that support your answers? | Gateway and EOC,  TCAP Writing, and  ACT Test Scores | Gateway and EOC,  TCAP Writing, and  ACT Test Scores | Gateway, EOC and ACT scores | NAEP Scores |
| Evidence of effectiveness or ineffectiveness | Met and/or exceeded predicted state score EOC. Algebra I – 702.6 Biology I – 694.6, English II-702.6 | Met and/or exceeded state and national average. Algebra I - 84.23%, Biology I - 97.36%, English II-96.95%, ACT - 21.5 | Gateway exceed state average, ACT scores exceed state and national average  EOC - Math Foundations - 95%, English I - 99%, US History - 99.3%, Physical Science - 83.1% | NAEP - Reading - 265, Math - 297, Science - 289,  Algebra I - 84.23%, Biology I - 97.36%, English II-96.95%,  ACT - 21.5 |
| Evidence of equitable system  support for this practice | All faculty required to make available during parent/teacher conferences | Staff development training for all faculty | English, math and science staff development | Reading for Fun, Writing Across the Curriculum,  HSTW Reading Log |
| Next Step  (changes or continuations) | Continue to meet state  approved standards and  train new staff | Continue to keep Curriculum  maps current | Increase percentage of students reaching mastery level | Identify and Implement  Research Based on  Best Practices |

**TCSPP Template 4.1a**

**Curricular Practices**

**Page 2 of 2**

|  |  |  |
| --- | --- | --- |
| **Support system for enhancing the quality of curriculum** | **System has a shared vision of student learning** | **Teaching materials are correlated to State Standards** |
| Planning period meetings- school improvement, technology, HSTW,  and teacher and student attendance | Classes are aligned so that spiraling occurs | Textbooks are chosen for the extent  to which they align with state  standards from the state approved list |
| Yes | Yes | Yes |
| Yes | Yes | Yes |
| Effective | Effective | Effective |
| Test scores, graduation, dropout, and attendance rates | Regular departmental meetings, staff development | Textbook standards and state  mandated test objectives match |
| Test scores, graduation rates and attendance percentages are above state goals.  Attendance Rate -95.3%, Graduation  Rate - 96.6% | Teachers discussion and  student feedback,  staff development logs | All textbooks meet  state requirements |
| State Report Card- all goals exceed  state average | All teachers required to participate, log | Textbooks adoption rotation schedule |
| Focus attention on regular high school diploma, no GEDs | Spiraling among departments | Publicize and post a Textbook Adoption Policy |

**TCSPP Template 4.2a**

**Instructional Practices**

**Page 1 of 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Current Instructional Practices** | **Instruction is aligned with state standards** | **Classroom instruction is aligned with the assessments** | **Curriculum Alignment and Spiraling K-12** | **Variety of Teachers strategies used** |
| Evidence of Practice | Lesson plans correlates with state standards | Curriculum maps, lesson plans, teacher collaboration, spiraling | Curriculum maps and teacher collaboration | Cooperative learning, role playing, games, presentations, technology, etc. |
| Is the current practice research-based? | Yes | Yes | Yes | Yes |
| Is it a principle & practice of high-performing school systems? | Yes | Yes | Yes | Yes |
| Has the current practice been effective or ineffective? | Effective | Effective | Effective | Very effective |
| What data source(s) do you have that support your answers? | A unit and lesson plan is on file for all teachers | Test scores, Curriculum maps, Component 3 | Data taken from 9th Grade Entrance Exams in Algebra I, English, and Biology | Lesson plans, classroom observations, mentoring |
| Evidence of effectiveness or ineffectiveness | End of Course, Gateway and TCAP writing scores, 9 week and Final exams-  EOC - Math Foundations - 95%, English I - 99%, US History - 99.3%, Physical Science - 83.1% | Above average test scores -  Algebra I - 84.23%, Biology I - 97.36%, English II-96.95%, ACT - 21.5 | Test Scores-  Algebra I - 84.23%, Biology I - 97.36%, English II-96.95%, ACT - 21.5 | Student feedback, teacher made test analysis, test scores |
| Evidence of equitable system support for this practice | It is a part of the non-tenure teacher evaluation process | Training provided for each department | Annual inservice on curriculum mapping, departmental meetings on mapping | Academic freedom, True Colors (various teaching and learning styles) |
| Next Step  (changes or continuations) | Training for new faculty on writing lesson and unit plans | Update curriculum maps as needed | Arrange Meetings with Feeder Schools | More staff development on learning styles |

**TCSPP Template 4.2a**

**Instructional Practices**

**Page 2 of 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Students Receive Additional Academic Assistance** | **Instruction supports different learning needs and learning styles** | **Classroom Organization and Management Techniques Support the Learning Process** | **New math and science sequence**  **Implemented for**  **2008-2009** | **Addition of Content reading class** |  |
| Extended contract teachers provide tutoring, teachers volunteering to tutor | Inclusion, Mainstreaming, and Dual Credit | Curriculum maps, lesson plans correlate with state standards, high expectations for CTE students | New 2008-09 course offerings are Tech Algebra I A& B, Physics, Physical Science,  Foundations eliminated | Content reading- elective class at all levels |  |
| Yes | Yes | Yes | Yes | Yes |  |
| Yes | Yes | Yes | Yes | Yes |  |
| Effective, required by NCLB | Effective | Identified Challenge-  Not effective | To Be Determined | To be determined |  |
| Student sign in logs | IEP, student schedules | Test scores | Freshmen test scores- Explore, TCAP, 8th grade grades  10-12- Gateway, ACT, NAEP | Freshmen test scores- Explore, TCAP, 8th grade grades  10-12- Gateway, ACT, NAEP |  |
| The number of students getting tutored during the 2006 school year was 954, high course passing rate | Special education students receiving regular diplomas, 100% not including MRs, 77% including MRs | EOC - Physical Science - 83.1%  NAEP - Reading - 265, Math - 297,  Science - 289, | To Be Determined | To be determined |  |
| Tutoring available for all Gateway and other subjects | IEPs | Tutoring available for all students,  curriculum mapping | Course sequencing, tutoring available for students, new state standards implementation, curriculum map revision, feeder school meetings | Highly qualified teacher with addition of class |  |
| Continue the practice established | Continue the practice established | Higher academic expectations for CTE students | Revisit process at end of year, check data to evaluate success | Determine number of students that improve in relevance to course offerings |  |

**TCSPP Template 4.3a**

**Assessment Practices**

**Page 1 of 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Current Assessment Practices** | **Standards Based Curriculum for Assessment** | **Assessment Results Dictate Decision Making** | **Wide Range of Assessments** | **All Students are Tested** | **Professional Development on Assessment** |
| Evidence of Practice | EOC, TCAP Writing, Gateway, ACT indicators are taught within the curriculum | Freshmen Placement Tests, Foundations classes, Dual Credit, On-line courses | ASVAB, NAEP, Portfolio, PLAN | Special education, regular education and CTE students are tested | Teachers attend training for state mandated tests |
| Is the current practice research-based? | Yes | Yes | Yes | Yes | Yes |
| Is it a principle & practice of high-performing school systems? | Yes | Yes | Yes | Yes | Yes |
| Has the current practice been effective or ineffective? | Effective | Effective | Effective | Effective | Very effective |
| What data source(s) do you have that support your answers? | Tests scores from state mandated test and the ACT | Placement tests scores, student class schedules, Parent meetings | Student records | Student records and test scores | State report card, lesson plans, tests scores, spiraling |
| Evidence of effectiveness or ineffectiveness | Gradual increase of tests scores | Documentation - student schedules, parent meeting logs | Enter military, Technical schools as well as college | Percentage of students earning a regular diploma | Record of training from each faculty member |
| Evidence of equitable system support for this practice | Teacher training and staff development are based on scientifically-based research | All parents have the opportunity to meet, all students have the opportunity to qualify | Testing available to all students | Follow test administration rules on state mandated tests | Teachers from all academic areas participate in training |
| Next Step (changes or continuations) | Continue to stress overall importance of assessment to all faculty | Better working relationship with feeder schools, improve placement exams | Continue the use of non required tests | Continue to mainstream and provide staff develop on modifications | Continue training for all faculty members |

**TCSPP Template 4.3a**

**Assessment Practices**

**Page 2 of 2**

|  |  |
| --- | --- |
| **Stakeholder Report Card** | **All Faculty are Knowledgeable about Assessments** |
| Parent/Teacher Conferences, Advisory Council, Rotary, Testing dates published, YAI Report Card | None- The faculty receives information concerning our test results, but are not provided with test interpretation |
| Yes | Yes |
| Yes | Yes |
| Effective | Has not been effective |
| Student records, YAI Report Card | Teachers not involved in the testing process have limited knowledge of state mandated assessments |
| Stakeholder confidence in school, Open House and p/t conference logs, Advisory Council minutes | NA |
| Meeting s and Information are available to all | NA |
| Maintain participation at parent/teacher conferences | Distribute and explain to entire faculty results for all state mandated assessments within two weeks of receiving results |

**TCSPP Template 4.4a**

**Organizational Practices**

**Page 1 of 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Current Organizational Practices** | **Mission Statement is Shared by All Stakeholders** | **Maximizing Instructional Time** | **Proactive Programs** | **Professional Development for Administration** |
| Evidence of Practice | "Prepare and Excel" Displayed in all classrooms and throughout the building | Intercom interruptions and assemblies are scheduled, non-competitive field trips are limited, use first class for announcements | Sexual harassment training, Adviser/Advisee Program, Stop Bullying Program, Intervention, Career Training, Dragon Pride Rally, Honors Banquets, Athletic Banquets, TN Scholars, Character Counts | Attend all required federal and state staff development meetings, Develop annual plan for local staff development |
| Is the current practice research-based? | Yes | Yes | Yes | Yes |
| Is it a principle & practice of high-performing school systems? | Yes | Yes | Yes | Yes |
| Has the current practice been effective or ineffective? | Effective | Effective | Effective | Effective |
| What data source(s) do you have that support your answers? | Visibly displayed, student handbook, York homepage, Component 2 | Activity period and assemblies schedule, Block scheduling, school calendar | Family Friendly survey, NAEP survey, accessibility of administration, handbook, webpage | Travel logs |
| Evidence of effectiveness or ineffectiveness | Post-secondary education enrollment of YAI graduates, test scores | Teacher satisfaction, established routine for students | Stress free working and learning environment | Classroom observations, sustained and systematic programs |
| Evidence of equitable system support for this practice | Community attendance at school functions, Dragon Pride Rally | Announcement schedule, Assembly approval process | All programs are equally promoted through administrative support | Knowledge gained from meetings attended enhances school improvement |
| Next Step (changes or continuations) | Continue to research best practices | Limit third block assemblies | Continue equality in all programs | Continue professional development |

**TCSPP Template 4.4a**

**Organizational Practices**

**Page 2 of 2**

|  |  |  |
| --- | --- | --- |
| **Collaboration** | **Mentoring** | **Protecting Instructional Time** |
| Variety of meetings held monthly | Required for all faculty with less than five years experience at YAI | Local research has shown that much more instructional time is lost during 3rd and 4th blocks than in 1st and 2nd blocks |
| Yes | Yes | NA |
| Yes | Yes | Yes |
| Effective | Effective | Ineffective |
| Advisor/Advisee, HSTW, Planning, Departmental, Faculty, Technology, Advisory Council | Mentoring meeting records | Graph charting minutes lost due to pep rallies, assemblies, etc. |
| All stakeholders are aware of goals and progress, sign in sheets | Reduced stress levels of new teachers | NA - Challenge |
| Mandatory attendance at meetings, sign in sheets, make up training sessions | All new teachers have trained mentors for five years | NA - Challenge |
| Continue practices as established | Add additional trained mentors | Develop a schedule that equalize lost instructional time throughout all blocks |

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

#### TCSPP TEMPLATE 5.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GOAL 1 – Action Plan Development** | | | | | | |
| Revised DATE: \_\_\_\_November 2011 | | | | | | |
| Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.) | | | | | | |
| Goal | | To make data-driven decisions regarding curriculum, instructional practices, and student placement | | | | |
| Which need(s) does this Goal address? | | The need to get all students to pass Gateway(SPED), EOC and ACT and to graduate with a regular high school diploma. | | | | |
| How is this Goal linked to the system’s Five-Year  Plan? | | To meet state mandated guidelines and NCLB requirements | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
| Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.* | | Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.) | | | | |
| Timeline | Person(s) Responsible | Projected Cost(s) / Required Resources | Funding Sources | Evaluation Strategy |
| Action Step | Disaggregated data for incoming freshmen in math, English, and science | Annually in summer prior to start of school yr. | Kelly Ramey  Barbara Waters  Hubert Lester | None | None | Degree of participation |
| Action Step | Provide staff development concerning teaching strategies regardless of content or grade-level | Annually in summer prior to start of school yr. | Carolyn Cope  Linda Beaty  Micki Phipps | $500.00 | State/Local funds | Ongoing teacher evaluations (lesson plan pages, test data) |
| Action Step | Data team will review new data as it becomes available | Annually | Carolyn Cope  Barbara Waters  Valeria Voiles  Gary Tinch  Linda Beaty  Roy Stucker  Kelly Ramey | None | None | Student data bank will be created and updated as data becomes available (EOC, Gateway, ACT Plan test, ACT, NAEP, etc…) |

#### TCSPP TEMPLATE 5.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GOAL 2 – Action Plan Development** | | | | | | |
| Revised DATE: \_\_November 2011 | | | | | | |
| Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.) | | | | | | |
| Goal | | To expand and improve CTE Program to meet the student needs in preparation for high skill, high wage, and/or high demand career placement. | | | | |
| Which need(s) does this Goal address? | | Student surveys and curriculum choices indicate additional programs of study will better prepare students for career readiness and assist in placing 12th graders in challenging/high interest courses. | | | | |
| How is this Goal linked to the system’s Five-Year Plan? | | An expanded CT program will help ensure career readiness for job placement, military, or post secondary education. | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
| Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.* | | Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.) | | | | |
| Timeline | Person(s) Responsible | Projected Cost(s) / Required Resources | Funding Sources | Evaluation Strategy |
| Action Step | Improve collaboration between CTE teachers and core academic teachers | May 2012 | Carolyn Cope  Gary Tinch  Linda Beaty  Valeria Voiles | Not to exceed $375.00 (Perkin’s Funds) | None | Teacher feedback and academic gains attained at the end of each year |
| Action Step | Improve secondary placement and non-traditional completion by maintaining a satisfactory involvement of non-traditional participation | July 11-June 12 | Gary Tinch  Cathy Jeffers | $12,864.00 | Carl Perkins | Professional Development, CTSO Involvement |

#### TCSPP TEMPLATE 5.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GOAL 3 – Action Plan Development** | | | | | | |
| Revised DATE: \_\_November 2011 | | | | | | |
| Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.) | | | | | | |
| Goal | | To provide equal education access to all students at York Institute with a focus on gender equity | | | | |
| Which need(s) does this Goal address? | | Percentage of students passing Gateway(SPED) and percentage of low-achieving students receiving a regular diploma | | | | |
| How is this Goal linked to the system’s Five-Year Plan? | | To meet or exceed State goals for test scores and graduation rate while achieving AYP | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
| Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.* | | Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.) | | | | |
| Timeline | Person(s) Responsible | Projected Cost(s) / Required Resources | Funding Sources | Evaluation Strategy |
| Action Step |  |  |  |  |  |  |
| Action Step | Identify students needing course offerings based on career goals, plans, and intents | Spring Annually | Carolyn Cope  Linda Beaty  Russell Beaty Valeria Voiles  Roy Stucker | None | None | Improved ACT Explore, TCAP, and ACT Plan, and Gateway passage percentage; Increased percentage of students receiving regular diploma |
| Action Step | Provide gender equitable and poverty level reduction teaching methods training on how to address student needs | August 2012 | Carolyn Cope  Gary Tinch  Micki Phipps | $500.00 | Title I | Improve ACT test scores to bridge the gap between male and female students; Increase percentage of low income students obtaining Advanced Gateway scores |
| Action Step | Continue research-based program for working with at-risk students | August 2012 | Russell Beaty  Amanda Allen Selena Wood  Bruce Winningham | None | None | High school graduation rate |

#### TCSPP TEMPLATE 5.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GOAL 4 – Action Plan Development** | | | | | | |
| Revised DATE: \_April 2012 | | | | | | |
| Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.) | | | | | | |
| Goal | | To develop strategies which encourage seniors to obtain a regular diploma with cohort group | | | | |
| Which need(s) does this Goal address? | | Percentage of students graduating with regular diploma and a focused program of study | | | | |
| How is this Goal linked to the system’s Five-Year Plan? | | Graduation rate goal of 100% by 2014 under NCLB | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
| Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.* | | Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.) | | | | |
| Timeline | Person(s) Responsible | Projected Cost(s) / Required Resources | Funding Sources | Evaluation Strategy |
| Action Step | Identify students at risk of not graduating with regular diploma | Summer 2012  Each Semester | Russell Beaty  Linda Beaty  Selena Wood  Amanda Allen | None | None | List of students at risk |
| Action Step | Counsel students in career options and course offerings | Summer 2012  Each Semester | Russell Beaty  Linda Beaty  Lora Atkinson | None | None | Log of students counseled and/or student sign-in sheets |
| Action Step | Adjust student’s program of study as needs indicate | August 2012  Annually | Russell Beaty  Lora Atkinson  Carolyn Cope  Carolyn Cope | None | None | Students successfully complete a program of study leading to a regular diploma |

#### TCSPP TEMPLATE 5.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **GOAL 5 – Action Plan Development** | | | | | | |
| Revised DATE: \_\_\_\_November 2011\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.) | | | | | | |
| Goal | | To provide opportunities for community and family engagement for support in the development of all students within the school setting | | | | |
| Which need(s) does this Goal address? | | In relation to the state mandated test requirements, encouragement to and support of the school system is a necessity in order to meet the stipulations set forth within the other TCSPP goals. | | | | |
| How is this Goal linked to the system’s Five-Year Plan? | | To meet state mandated guidelines | | | | |
| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
| Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives as applicable.* | | Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.) | | | | |
| Timeline | Person(s) Responsible | Projected Cost(s) / Required Resources | Funding Sources | Evaluation Strategy |
| Action Step | Welcoming families and communicating effectively about the school community and student learning | Annual m-team meetings  Progress reports every 41/2 weeks  Bi-Annual Open House  Bi-Annual Class/Family Meetings | Carolyn Cope  Jason Tompkins  Faculty | State/Funds and costs associated with survey  Each class level limited to $250.00 | State Funds School Climate | Parent Climate Survey  Sign-in Logs from all meetings |
| Action Step | By supporting students for success all stakeholders are informed and encouraged to be advocates for their children | Monthly | Advisors  Lora Atkinson  Jason Tompkins  Carolyn Cope | State funds  2,100.00 | State-funds | Advisor/Advisee Program  Web-Site tutoring  Newspaper Articles Handbooks |
| Action Step | Through collaborating with the community, stakeholders, and school staff become equal partners in decisions about students | Monthly advisor meetings  Annual Parent Registration nights  Honor’s Club  Advisory Council Meetings | Advisory Council Members  Phil Brannon  Carolyn Cope  (Faculty)  Bobby Jones | State Funds  $200.00 | State Funds | Sign-in Logs  Newspaper Articles  Council minutes  Climate Survey |

TENNESSEE COMPREHENSIVE

SYSTEMWIDE PLANNING PROCESS

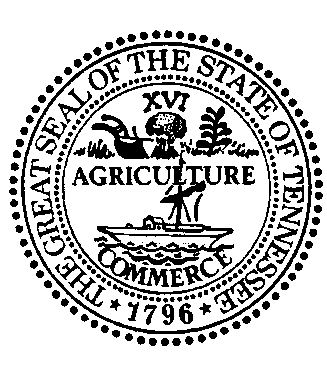
(TCSPP)

Component 6 Templates for

SCHOOL SYSTEM:

Alvin C. York Agricultural Institute

For Submission After May 15, 2008



**Tennessee Department of Education**

**Commissioner Lana C. Seivers**

**TDOE Mission:**

**Helping Teachers Teach and Children Learn**

Document Version, November, 2005

COMPONENT 6

PROCESS EVALUATION, IMPLEMENTATION, and MONITORING/ADJUSTING PLAN FOR ACHIEVING RESULTS

### 

### TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop this systemwide improvement plan.

|  |
| --- |
| **Evidence of Collaborative Process - Narrative Response Required** |
| What evidence do we have that shows that a collaborative process was used throughout the entire planning process?  In the 2006-07 planning process, the system wide team was revised to more clearly reflect a cross-section of stakeholders. For example, community members, parents, students, and paraprofessionals were identified and participated in review, discussions, and decisions. Each member of the system wide team has been identified by name and role on page 5 of TCSPP. Each component team was chaired by a system wide team member and consisted of faculty, staff, and administration of York Institute. These teams met numerous times during the revision process to assess student achievement, to analyze and interpret data, and to review goals and strategies. Their findings and recommendations were presented to the system wide team for review. The TCSPP Action Plan (Component 5) for 2007-08 reflects findings and recommendations.  Agendas, minutes/notes, sign-in sheets, calendars, and e-mails of meetings prove the collaborative process and its significance to student achievement. Collaboration was also facilitated through YAI Advisory Council, and Rotary Club meetings. Opportunities such as parent-teacher conferences, open house, and honors banquet were used to discuss the plan as it was developed and revised. Results of the HSTW visiting team were also incorporated into the revised plan. |

|  |
| --- |
| **Evidence of Alignment of Data and Goals - Narrative Response Required** |
| What evidence do we have that proves alignment between our data and our goals?  **Goal 1: To work with feeder schools to prepare for and assure readiness of incoming freshmen in Algebra I and regular 9th grade English**  Historical Evidence:  Placement test scores  Lack of spiraled curriculum with feeder schools  Evidence of Practice:  Spiraled curriculum meetings were held between the feeder schools and York Institute faculty.  Invitation to collaborate further was extended and planned.  Needs to be addressed: Eighth grade teachers did not attend graduation.  **Goal 2: To expand the Career & Technical program**  Historical Evidence:  Student surveys of career choices to rising 11th and 12 graders  Occupational outlook based on state projection  Evidence of Practice:  Added additional Health Science course (Medical Therapeutics)  Added technical geometry course  Added digital design course  **Goal 3: To develop a focused program of study which addresses math, English, and reading skills**  Historical Evidence:  Low placement test scores  Low Gateway scores from our special needs students  Evidence of Practice:  Added a technical geometry course  Continued student placement in Competency English at the freshmen level  Staff development on reading skills across the curriculum    Needs to be addressed. Goal should include attention to reading and English I.  **Goal 4: To develop strategies which encourage seniors to pursue a regular diploma**  Historical Evidence:  Dropout rate for the 2007 class of seniors was 2.90%, a decrease from class of 2006 (2.92%)  NCLB goal of 100% graduation rate  Evidence of Practice:  At-risk coordinator takes identified students to higher education and technology school campuses to encourage further education, which requires a high school diploma.  Guidance counselor meets with each senior to discuss further education and post-high school intentions.  Programs of study are reviewed and adjusted as needs indicate. |
|  |

|  |
| --- |
| **Evidence of Communication with All Stakeholders- Narrative Response Required** |
| What evidence do we have of our communication of the TCSPP to all stakeholders?  Stakeholders are continuously encouraged to participate in the goals and objectives of York Institute. The Superintendent and the Director of Instruction meet regularly to discuss strengths and needs and how to address them. Groups, both formal and informal, provide insight and input into the planning processes for York Institute. Whenever consensus is not reached, the final decisions about programs and strategies rest with the Superintendent and the Director of Instruction.  Stakeholders participate in several ways in the exchange of information, including:  YAI Advisory Council  Career & Technical Advisory Council  Faculty block teams  Parent Engagement team  TCSPP component teams  Internet access  Meetings related to the TCSPP require sign-in sheets, are collected, and kept on file in the office of the Director of Instruction. |

|  |
| --- |
| **Suggestions for the Process- Narrative Response Required** |
| What suggestions do we have for improving our planning process?  For the most part, the planning process has been effective. However, scheduling a system wide team meeting earlier in the fall would be helpful and is planned for fall 2008.  The Director of Instruction and the division coordinators will be the 2008-09 Planning Advisory Team. |

### TCSPP TEMPLATE 6.2

TCSPP IMPLEMENTATION EVALUATION

The following summary questions are related to **TCSPP Implementation.** They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 5 are implemented.

|  |
| --- |
| **Evidence of Implementation - Narrative Response Required** |
| What is our plan to begin implementation of the action steps?  Our action plan for 2007-08 has been reviewed and revised. It reflects the Mission, Vision, and Beliefs of York Institute. After approval by the State Department, the TCSPP will be implemented under the direction of the York Institute Superintendent and the Director of Instruction. Division coordinators and departmental chairs will aid in the process. In addition, advisory councils, committees, faculty, staff, parents, and students will be formally advised of plans and expectations for student achievement Goals and action steps for 2008-09 will be addressed as indicated in the implementation plan of TCSPP Component 5. Action steps will be reviewed and assessed in a timely manner, including a minimum of two system wide reviews. |

|  |
| --- |
| **Evidence of the Use of Data - Narrative Response Required** |
| What is the plan for the use of data?  Summative data will be used to determine program effectiveness. Formative assessments will be used to determine instructional needs, teaching strategies, and staff development. Data will be used to sustain the teaching/learning process, to revise curriculum maps, to determine course offerings, and to determine teacher and student scheduling and placement. The data will promote the total educational experience at York Institute by influencing student learning and achievement as well as teacher training and instructional effectiveness.  Data will continue to be collected, maintained, analyzed and evaluated to provide longitudinal information while being used to direct instructional decisions on a current and daily basis. School improvement, NCLB, state mandates, expectations of SACS and HSTW support the use of best practices. All teachers will be involved and included in the school’s knowledge of and focus on the use of data in their planning of instruction for improving student achievement.  **Formative assessments will be given on the following projected dates:**   * TCAP Writing Assessment (March) * NAEP (alternate years, Spring semester) * Gateway Math (Fall and Spring) * Gateway Science (Fall and Spring) * Gateway Language Arts (Fall and Spring) * ACT (available 4 times per year) * End-of-Course * ASVAB (juniors) * Data assessment of ACT Explore, 7th grade TCAP, and 8th grade math, science, and English grades   **Process for gathering data and analyzing:**  Guidance department, teachers, supervisors, Director of Instruction  Gateway  End-of-Course  TCSPP Team meetings  YAI Report Card  Perkins Report Card  Special Education Federal Tables  **Plan adjustment:**  Departmental meetings  Leadership team meetings  Staff development  **Annual review of summative data:**  TCSPP Systemwide Leadership Team will review summative data annually.  **Celebrating successes:**  Systemwide meetings  Acknowledgement in local newspaper  Announcements on public radio  Acknowledgement in school newspaper  Individual class awards (grade level perfect attendance; Gateway scores;  Dragon Pride Day (citizenship and grade improvement recognition)  Honors Banquet  Awards Day (schoolwide)  Recognition at graduation  **Communication plan:**  Systemwide meetings  Departmental meetings  Planning Block meetings  Staff development  Parent-Teacher Conferences  Open House  Family Engagement Plan |

### TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

The following summary questions are related to **TCSPP Monitoring and Adjusting.** They are designed as a culminating activity for the system to plan the monitoring process that will ensure that the systemwide improvement plan leads to effectively supporting local schools and building capacity for improved student achievement for all students.

|  |
| --- |
| **Evidence of Monitoring Dates – Listing Required** |
| What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process?  *Identify the person(s) responsible* for monitoring along with their position and the role they will play in the monitoring process.   |  |  |  |  | | --- | --- | --- | --- | | Date | Member | Position | Role | | 11/ 15/ 07 | Phil Brannon | Superintendent of York Institute | Chair of Schoolwide Leadership Team | |  | Carolyn Cope | Director of Instruction | Instructional leader,  Professional Development;  Chair, Component 1, 5, 6 | |  | Carolyn Cope | Director of Federal Programs | Chair, Component 2 | |  | Larry B. Beaty | Director of Student Services | Chair, Component 3 | |  | Russell Beaty | Director of Special Programs | Chair, Component 4 | |  | Homer Delk | Technology Coordinator | Technology support; Student information system | | 05/06/08 | Phil Brannon | Superintendent of York Institute | Chair of Schoolwide Leadership Team | |  | Carolyn Cope | Director of Instruction | Instructional leader, Chair, Component 1, 5, 6 | |  | Carolyn Cope | Director of Federal Programs | Chair, Component 2 | |  | Larry B. Beaty | Director of Student Services | Chair, Component 3 | |  | Russell Beaty | Director of Special Programs | Chair, Component 4 | |  | Homer Delk | Technology Coordinator | Technology support; Student information system | |

|  |
| --- |
| **Evidence of a Process for Monitoring Plan - Narrative Response Required** |
| What will be the process that the System wide Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?  The System wide Leadership Team will meet at least twice during the school year (Nov. and May).  Data will be gathered and documented by the guidance personnel and appropriate others. Each Component Chair and committee will meet as often as necessary and be responsible for reviewing the 2007-08 data. The chairperson of each component will be responsible for presenting recommendations for adjustments or revisions to the plan as indicated by student/community demographics; mission, vision, and beliefs statements; achievement data; delivery of services and instructional effectiveness; and, particularly, progress of action plan. The System wide Leadership Team will look at all data and any recommendations from Component 1-5 chair and members to determine revisions to the TCSPP. Adjustments will be made as budget, feasibility, and school/student needs dictate or allow. Changes will be determined at the November meeting and communicated by the Leadership Team to teachers and/or appropriate stakeholders.  The System wide Leadership Team will review all summative data annually. The component chairs will review data as needs indicate and make recommendations to the system wide team. |

TCSPP TEMPLATE 6.3  
(continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

|  |
| --- |
| **Evidence of a Process for Adjusting Plan- Narrative Response Required** |
| What will be the process that the System wide Leadership Team will use for adjusting our plan (person(s) responsible, timeline, action steps, resources, evaluation strategies) when needed?  The System wide Leadership Team will meet to review and to make any necessary adjustments to the TCSPP. During the school year, component teams will meet to gather, analyze, and evaluate data to share with the Superintendent and Director of Instruction. The System wide Leadership Team will look at all data and any recommendations from Component 1-5 chair and members to determine revisions to the TCSPP. Under the supervision of the Superintendent and the DOI, comparison of data and progress of action plan will be assessed. Modifications and/or adjustments to the plan will be done as budget, feasibility, and needs dictate or allow. |

|  |
| --- |
| **Evidence of a Plan for Communicating To All Stakeholders- Narrative Response Required** |
| How will the System wide Leadership Team communicate success/adjustments of the plan to stakeholders?  Stakeholders are continuously encouraged to participate in the goals of York Institute. The Superintendent and the Director of Instruction meet regularly to discuss strengths and needs and how to address them. Groups, both formal and informal, provide insight and input into the planning processes for York Institute. Whenever consensus is not reached, the final decisions about programs and strategies rest with the Superintendent and the Director of Instruction.  Stakeholders participate in several ways in the exchange of information, including:  YAI Advisory Council  Career & Technical Advisory Council  Faculty block teams  Parent Engagement team  TCSPP component teams  Internet access  Meetings related to the TCSPP require sign-in sheets, are collected, and kept on file in the office of the Director of Instruction.  Monitoring by the state and by the school, as well as organizations such as HSTW and SACS is an integral part of the process that determines success/adjustments of the plan. Media, including radio, newspaper, York Institute website, York Institute Report Card, course offerings, and teacher assignment are used to inform stakeholders and to reflect and support success and adjustments to the plan. |

### TCSPP TEMPLATE 6.4

TCSPP EXECUTIVE SUMMARY (ES)

All systems will submit the following Executive Summary to the Tennessee Department of Education. (Note: High priority systems will submit the entire TCSPP.)

|  |  |
| --- | --- |
| **What’s working?** | **Evidence** |
|  |  |

|  |  |
| --- | --- |
| **What deficiencies do we have?**  **Why did we receive the deficiencies?** | **Evidence** |
|  |  |

|  |  |
| --- | --- |
| **How are we addressing the deficiencies?**  **What changes are we making?** | **Evidence** |
|  |  |

### TCSPP TEMPLATE 6.5

EVALUATION OF IMPLEMENTATION RESULTS

# EVALUATION OF IMPLEMENTATION RESULTS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **FULLY**  **IMPLEMENTED**  **YES or NO** | **PARTIALLY IMPLEMENTED YES or NO** | **GOAL MET**  **YES or NO** | **If met, how do we know?** | **If not met, what are our next steps?** |
| **Goal 1:**  **To work with feeder schools to prepare for and assure readiness of incoming freshmen in Algebra and regular English I coursework.** | **No** | **Yes** | **No** |  | **Complete implementation of stated action plan. Continue to meet yearly with feeder schools.** |
| **Goal 2:**  **To expand Career-Technical Program** | **Yes** |  | **Yes** | **We were able to hire a registered nurse in a full-time position to teach health science courses.** |  |
| **Goal 3:**  To develop a focused Algebra I class for low-achieving students | Yes |  | **Yes** | **Teacher completed training for Technical Algebra course offering.**  **100% of students in Tech Algebra had failed the Gateway prior to this course. After completion of this course, 60.8% of the students in Technical Algebra fall semester (2006) were successful.** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 4: **To develop strategies**  **that encourage seniors to pursue a regular diploma** | Yes |  | Yes | **Students at-risk were identified and counseled; students visited higher-ed sites; programs of study were reviewed and revised as appropriate; 93.5% of identified students received a regular diploma** |  |

|  | | | Federal Programs  **(F)** | Special Education  **(S)** | Career-Technical  **(C)** | Extended  Contract  **(E)** | SACS  **(A)** | | Technology  **(T)** | Systemwide | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **In the TCSPP did you:** (Indicate where in the plan, or other system documentation, this information can be found.) | | | | | | | | | | | | |
| Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development? | | + | | + | + | NA | + | | + | + | |  |
| State Report Card; Part 1, System profile  York Institute Highly Qualified Teacher Plan  Perkins Plan 2008-09  Title I budget  Title IID Individualized Professional Plan (evaluated by TESS)  Technology Plan (evaluated by TESS)  TCSPP 4.2B/ 4.1B | | | | | | | | | | F  S |
| Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate) | | + | | NA | + | X | X | | + | + | | F  T |
| Technology Plan  Title IID Individual Staff Development plans  Perkins Plan 2008-09  TCSPP 4.4C, 40 | | | | | | | | | |
| Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414) | | + | | NA | + | X | X | | + | + | | F |
| Title IID Individual Staff Development plans  Technology Plan  Perkins Plan 2008-09  TCSPP 4.4C, 40 | | | | | | | | | |
| Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards?  (Title II D, Sec 2414) | | + | | NA | + | X | X | | + | + | | F |
| School wide Staff Development  Title IID Individual Staff Development plans (teacher)  Technology Plan  Teacher Evaluation system—Comprehensive, Focused, Walk-Through  Perkins Plan 2008-09 | | | | | | | | | |
| Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate) | | + | | + | + | NA | NA | | + | + | | F  T |
| School-wide Staff Development  Technology Plan  Title IID Individual Staff Development plans (teacher)  Teacher Evaluation system—Comprehensive, Focused, Walk-Through  Perkins Plan 2008-09  Curriculum Mapping  TCSPP, Component 5 Action Plan | | | | | | | | | |
| Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D) | | + | | + | + | NA | NA | | + | + | | F |
| School-wide Staff Development  Technology Plan  Title IID Individual Staff Development plans (teacher)  Teacher Evaluation system—Comprehensive, Focused, Walk-Through  Perkins Plan 2008-09  Curriculum Mapping | | | | | | | | | |
| Describe how the applicant will encourage the  development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title IID) | | + | | NA | X | NA | NA | | + | + | | F |
| School-wide Staff Development  Title IID Individual Staff Development plans (teacher)  Technology Plan  Perkins Plan 2008-09 | | | | | | | | | |
| Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child’s education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D) | | + | | NA | + | NA | NA | | + | + | | F |
| Parental Notification  Parent Involvement Plan  YAI Student Handbook  CTE Competency Profile  YAI web page  Technology Plan  TESS | | | | | | | | | |
| Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D) | | NA | | NA | NA | NA | NA | | NA | + | | F |
| YAI has no adult literacy program. This service is provided locally by the Fentress County School System. | | | | | | | | | |
| Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards?  (Title II D) | | + | | NA | + | NA | NA | | + | + | | F |
| School-wide Staff Development Plan  YAI Technology Plan  Perkins Plan (2005-2006 Addendum)  TESS  Title IID Staff Development Plan | | | | | | | | | |
| Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112)  **High Priority LEA Requirement**—The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement. | | NA | | NA | NA | NA | NA | | NA | NA | | F  S  A |
| York Institute is a Tennessee Special School and is not identified as high priority. | | | | | | | | | |
| Describe how the eligible entity will hold elementary and secondary schools receiving funds accountable for:   * annually measuring the English proficiency of LEP students (by use of the CELLA.) * meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116)   **Title III Accountability LEA Requirement**—The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met. | | NA | | NA | NA | NA | NA | | NA | NA | | F |
| York Institute has no students identified as ELL, as documented through survey completed by parents. Survey is on file in YAI Guidance Office. | | | | | | | | | |
| Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services?  (Title I, Sec 1112) | | + | | + | + | + | NA | | + | + | | F  S |
| Credit Recovery  Before and After-school programs  Tutoring programs  At-risk Coordinator  IEP Team meetings  Individual IEPs  PLATO lab  Bridges Learning Lab  Vocational-Technical Plan, 2000  Assigned teacher assistant  TESS  TCSPP, Component 3, 20-22  TCSPP, Component 5, Action Plan | | | | | | | | | |
| Describe the strategy the LEA will use to coordinate  programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112) | | + | | NA | + | NA | NA | | + | + | | F |
| Title IID Individualized Professional Development Plans  Perkins Plan 2008-09  Technology Plan  East TN Math and Science Program | | | | | | | | | |
| Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children?  (Title I, Sec 1112) | | + | | NA | + | NA | NA | | NA | + | | F |
| Homeless Plan  Migratory Plan  ELL Plan  Perkins Plan 2008-09 | | | | | | | | | |
| Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06?  (Title I, Sec 1119)  **Title IIA Accountability** **LEA Requirement**—The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers. | | + | | + | NA | NA | + | | NA | + | | F  S  C |
| State Report Card  Professional Matrix  Para Pro Exam  Teacher licensure  Coursework  Title IID Individualized plans | | | | | | | | | |
| Describe the services the LEA will provide homeless children? (Title I, Sec 1112) | | + | | NA | NA | NA | NA | | NA | + | | F |
| Homeless Policy / Plan | | | | | | | | | |
| Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112)  **High Priority LEA Requirement**—The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools. | | + | | + | X | NA | NA | | + | + | | F |
| YAI Family Engagement Plan  Parent-Teacher-Student Compact  ELL Survey  TCSPP, Component 4, 31  YAI Home Web page | | | | | | | | | |
| Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB)  **High Priority LEA Requirement**—The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.) | | + | | + | + | NA | NA | | + |  | | F |
| TCSPP, Component 5, Action Plan  Special Education Comprehensive Plan  Staff Development (Conference/Workshop records)  YAI Records of Training  CTE Conference  Curriculum Maps  Title IID Individualized plans  Technology Plan  TCSPP, Component 4, 29-30 | | | | | | | | | |
| Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB)  **High Priority LEA Requirement—**The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects**.** | | + | | + | + | NA | NA | | + | + | | F |
| East TN Math and Science Partnership  Writing Assessment Training  Teacher Mentoring Program  HSTW  Technology Plan  TESS  TCSPP, Component 5  TCSPP, Component 4.2, 30 | | | | | | | | | |
| Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB) | | + | | + | + | NA | NA | | + | + | | F |
| Math, Science, and Language Arts intervention  At-Risk Program  TCSPP, Component 5, Action Plan  TCSPP, Component 3  TCSPP, Component 4, 30  Perkins Plan 2008-09  After-school intervention  Parental contacts—phone contacts, progress reports, parent-teacher conferences  Technology Plan | | | | | | | | | |
| Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB) | | + | | + | + |  |  | | + | + | | F |
| Special Education Comprehensive Plan  Technology Plan  Staff Development Needs Assessment  Perkins Plan 2008-09  Required staff development  Individualized staff development plan (paid)—Title IID  TCSPP, Component 5  TCSPP, Component 4, 23, 27 | | | | | | | | | |
| Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122)  **Title IIA Accountability LEA Requirement**—The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development. | | + | | NA | + | NA | NA | | + | + | | F |
| Teacher Mentoring program  Perkins Plan 2008-09  Individualized staff development plan (paid)—Title IID  TCSPP, Component 5  TCSPP, Component 2, 9-10 | | | | | | | | | |
| Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414) | | + | | NA | + | NA | NA | | + | + | | F |
| Perkins Plan 2008-09  Curriculum Maps  Individualized staff development plan (paid)—Title IID  Technology Plan | | | | | | | | | |
| Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122) | | + | | + | NA | NA | NA | | + | + | | F |
| Records of Training  Annual Staff Development training  Needs assessments  Individualized staff development plan  TCSPP, Component 5  TCSPP, Component 2, 9  Technology Plan  TESS | | | | | | | | | |
| Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122) | | + | | + | NA | NA | NA | | NA | + | | F |
| Staff Development  Records of training  TESS | | | | | | | | | |
| Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122) | | + | | + | NA |  |  | | NA | + | | F |
| Family and Community Engagement Plan  Parent-Teacher-Student Compact  Staff Development /Records of Training | | | | | | | | | |
| Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122) | | + | | + | NA |  |  | | NA | + | | F |
| East TN Math and Science Partnership Data Analysis Training  TSCPP, Component 4  School-wide Staff Development  Title II Plan | | | | | | | | | |
| Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122) | | + | | + | NA | + | NA | | NA | + | | F |
| Teacher Survey  State Report Card, System Profile  Extended Contract Needs Assessment  TCSPP, Component 3  Title IID Individualized Staff Development  Technology Plan  TESS | | | | | | | | | |
| Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)?  (Title IV A, Sec 4114) | | + | | NA | NA | NA | NA | | NA |  | | F |
| TCSPP, Component 1, p. 5-7  Title IV Plan | | | | | | | | | |
| Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114) | | + | | NA | NA | NA |  | | NA | + | | F |
| Safe and Drug Free Plan, Title IV  Wellness Plan | | | | | | | | | |
| Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114) | | + | | NA | + | NA |  | | NA | + | | F |
| Title IV Plan  Perkins Report Card  Family Engagement Survey  YAI Report Card  Wellness Plan | | | | | | | | | |
| In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use?  (Title IV A, Sec 4114) | |  | | NA | + | NA |  | | NA | + | | F |
| Perkins Plan 2008-09  Safe/Drug Free Plan | | | | | | | | | |
| Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need?  (Title IV A, Sec 4114) | |  | | NA | + | NA |  | | NA |  | | F |
| Title IV Plan  Perkins Plan 2008-09  Wellness Plan | | | | | | | | | |
| Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA’s activities with other related strategies, program, and activities being conducted in the community? (Title IV A) | | + | | NA | + | NA |  | | NA |  | | F |
| Perkins Plan 2008-09  TCSPP, Component 4  Wellness Plan  Advisory Council  Health Council | | | | | | | | | |
| Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A) | | + | | NA | NA | NA |  | | NA | + | | F |
| Title IV Plan  TCSPP, Component 1  Advisory Council  Wellness Plan | | | | | | | | | |
| On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency’s activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A) | | + | | NA | NA |  |  | | NA |  | | F |
| Title IV Survey  Advisory Council  Health Council | | | | | | | | | |
| Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate) | | X | | NA | X |  |  | | X | |  | F  T |
| TESS survey  TCSPP, Component 4  Technology Plan | | | | | | | | | |
| Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy?  (Title II D & Erate) | | X | | NA | X |  |  | | X |  | | F  T |
| TPC Plan  Title IID  Technology Plan | | | | | | | | | |
| Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate) | | X | | NA | X |  |  | | X |  | | T |
| TESS survey  TPC Plan | | | | | | | | | |
| Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)? | |  | | NA | X | + |  | | NA |  | | E |
| Before and after school intervention  At-risk program  Extended Contract End-of-Year Report  Plato Lab  Credit Recovery | | | | | | | | | |
| Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met? | |  | | NA | X |  | |  | NA | |  | E |
| At-risk Program  HSTW  Extended Contract End-of-Year Report | | | | | | | | | |
| Describe the process for evaluating the work you have done? | | + | | NA | X |  |  | | + |  | | E |
| Technology Plan  Title IID Individualized Staff Development Plan  TESS  TPC Plan  Extended Contract End-of-Year Report  SACS | | | | | | | | | |
| Include an extended contracts employment summary? | |  | | NA | NA | + | NA | | NA |  | | E |
| Title IIA  Extended Contract End-of-Year Report | | | | | | | | | |
| Define your leadership team? | | + | | + | + | + | + | | + |  | | F  S  C  A |
| TCSPP, Component 1, p. 5-7  Technology Plan  SACS  HSTW  Extended Contract Application  Title I Plan | | | | | | | | | |
| Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students? | | + | | + | + | + | + | | NA | + | | F  S  C  A |
| TCSPP, Component 1, 5-7  Technology Plan  SACS  Advisory Council | | | | | | | | | |
| Define your subcommittees? | | + | | + | NA | X | + | | + | + | | F  S  E  A |
| TCSPP, Component 1, 5-7  Technology Plan  SACS  Advisory Council | | | | | | | | | |
| Define significant system and common factors? | | + | | + | NA |  |  | | NA | + | | S  A |
| TCSPP, Component 3, 8-9  Perkins Report Card  YAI State Report Card  SACS | | | | | | | | | |
| Profile your system and community? | | + | | + | NA | X | + | | + | + | | F  S  E  A |
| TCSPP, Component 2, 8-9  State Report Card  Technology Plan  TESS survey  Title IID Individualized Staff Development Plan  Profiler Pro  SACS  Extended Contract Needs Assessment  YAI Web Page | | | | | | | | | |
| Use a collaborative process to develop your program goals/objectives? | | + | | + | + |  |  | | + |  | | F  S  C  E  A  T |
| TCSPP, Component 1, 2, 3, 4, 5, 6  Technology Plan  Title IID Individualized Staff Development Plan  TESS  SACS  Advisory Council | | | | | | | | | |
| Define your beliefs? | | + | | + | + |  | + | |  |  | | F  S  C  A |
| TCSPP, Component 2, 15  SACS  Perkins Plan  Technology Plan  Parental Involvement | | | | | | | | | |
| Define your mission? | | + | | + | + |  |  | | + |  | | F  S  C  E  A |
| TCSPP, Component 2, 14  SACS  Perkins Plan  Technology Plan  Title I | | | | | | | | | |
| Define your vision? | | + | | + | + | + | + | | + |  | | F  S  C  E  A |
| TCSPP, Component 2, 17  Perkins Plan, 2000  SACS  Technology Plan  Advisory Council  Parental Involvement Plan | | | | | | | | | |
| Identify academic and non-academic assessment measures? | | + | | + | + | + |  | | + |  | | F  S  C  E  A |
| TCSPP, Component 3, 19-22  Perkins Plan  Perkins Report Card  Title IID Individualized Staff Development  TESS survey  TCP Plan  SACS  HSTW | | | | | | | | | |
| Define data collection and analysis processes? | | + | | + | + |  |  | | + |  | | F  S  C  E  A |
| System Profile  TCSPP, Component 3, 21-23  TESS survey  TCP Plan  SACS  HSTW | | | | | | | | | |
| Include report card results? | | + | | + | + |  |  | | + |  | | F  S  C  E  A |
| System Profile Report Card  TCSPP Component 3  TCSPP, Component 4, 41  Perkins Report Card  YAI Homepage | | | | | | | | | |
| Explain what you learned from all of the data? | | + | | + | + |  |  | | + |  | | F  S  C  A |
| TCSPP, Component 3  TCSPP, Component 4  TCSPP, Component 6  TESS survey  SACS  Extended Contract End-of-Year Report | | | | | | | | | |
| Prioritize your goals? | | + | | + | + |  |  | | + |  | | F  S  C  E  A  T |
| TCSPP, Component 3  TCSPP, Component 5  Perkins Plan 2008-09  TESS survey  Title IID Individualized Staff Development  Technology Plan  SACS  Extended Contract Application | | | | | | | | | |
| Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.)  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) at: <http://www.state.tn.us/education/speced/sereports.php>, SPP/APR Indicators # 15-19. | | + | | + | + |  |  | | + | + | | F  S  C |
| Students’ Rights Brochure (SPED)  Student Handbook (NCLB requirement)  Student Disciplinary Hearing Board  IDEA Federal Law  Perkins Plan 2008-09  TESS survey  TCP Plan  Extended Contract Evaluations | | | | | | | | | |
| Indicate that system procedures and practices ensure collection and reporting of accurate and timely data?  **SPED State Measurement:**  Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20. | | + | | + | + |  |  | | + | + | | F  S  C  A |
| SPED End of Year Report  SPED Comprehensive Plan  TCSPP, Component 1  TCSPP, Component 3  TCSPP, Component 4  TCSPP, Component 6  Perkins Plan (Addendum 2005-2006)  TCP Plan  TESS survey  SACS  HSTW | | | | | | | | | |
| Identify strengths and weaknesses based on the data? | | + | | + | + | NA | + | | + | + | | F  S  C  A |
| TCSPP, Component 3  TCSPP, Component 4  Perkins Plan (Addendum 2005-2006)  TCP Plan  TESS survey  SACS  Extended Contract Needs Assessment  HSTW | | | | | | | | | |
| Compare the graduation rate for 12th grade career-technical concentrators to the graduation rate of 12th grade academic graduates? | | NA | | NA | X | NA | NA | | NA | + | | C |
| Career Technical graduation rate is available, but no comparison is done. | | | | | | | | | |
| Compare the performance results for special population, 12th grade career-technical concentrators with non-special population, 12th grade career-technical concentrators? | | NA | | NA | X |  |  | | NA | + | | C |
| Career Technical graduation rate is available, but no comparison is done. | | | | | | | | | |
| Determine the percentage of 12th grade career-technical concentrators achieving academic attainment for graduation? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Report Card | | | | | | | | | |
| Determine the percentage of 12th grade career-technical concentrators attaining 75% of career-technical competencies? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Report Card | | | | | | | | | |
| Determine the percentage of 12th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Report Card | | | | | | | | | |
| Determine the percentage of non-traditional students enrolled in a career-technical program? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Report Card | | | | | | | | | |
| Determine the percentage of non-traditional students classified as concentrators in a career-technical program? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Report Card | | | | | | | | | |
| Describe the results derived from analyzing the state assessment by student subgroup?  **High Priority LEA Requirement—**The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination. | | + | | + | + | NA |  | | NA | + | | F  S  C  A |
| TCSPP, Component 3  Perkins Report Card  Extended Contract Intervention | | | | | | | | | |
| Identify and describe additional types of academic assessments, beyond the state assessment, used by the system? | | + | | + | NA | + | + | | + | + | | F  S  E  A |
| PLATO  Bridges  ACT  ASVAB  Career Scope  Technology Survey  TCSPP, Component 3  A-Team and Honors identification  PLAN  Explore  NAEP | | | | | | | | | |
| Analyze disaggregated high school graduation rates and define what was determined? | | + | | + | + | NA | + | | NA | + | | F  S  C  A |
| TCSPP, Component 3  Perkins Report Card  State Report Card | | | | | | | | | |
| Analyze disaggregated elementary/middle attendance rates and define what was determined? | | NA | | NA | NA | NA | NA | | NA | + | | F  S  A |
| YAI is a 9-12 system/school. | | | | | | | | | |
| Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents? | | + | | + | + | NA | NA | | NA | + | | F  S  C |
| Freshmen Registration Process  IEP Team meetings  System Profile and Report Card  Student Handbook | | | | | | | | | |
| Define the current reality of student learning? | | + | | + | NA | + | + | | NA | + | | E  A |
| TCSPP, Component 3  System Profile and Report Card  Extended Contract Evaluation | | | | | | | | | |
| Analyze faculty perception of your system? | | + | | + | NA | + | + | | NA | + | | S  E  A |
| Needs assessment  Faculty surveys  Technology survey  Title II Accountability Survey | | | | | | | | | |
| Analyze parent perception of your system? | | + | | + | NA | X | + | | NA | + | | S  E  A |
| Family Engagement Survey  SPED Parent Survey  Six Year Plan | | | | | | | | | |
| Analyze community perception of your system? | | + | | + | NA | X | + | | NA | + | | S  E  A |
| YAI Advisory Council  Work-base Learning Survey  Vocational Advisory Council  Parent Engagement Survey  IEP Team Meetings  Title I Survey | | | | | | | | | |
| Analyze student perception of your system? (if applicable) | | NA | | + | NA | X | X | | NA | + | | S  E  A |
| IEP Team Meetings | | | | | | | | | |
| Identify your Component 3 priorities of need? | | + | | + | + | + | + | | NA | + | | F  S  C  A |
| TCSPP, Component 3  TCSPP, Component 4 | | | | | | | | | |
| Identify the strengths and weaknesses of your decision-making process? | | NA | | + | + | X | + | | NA | + | | S  C  E |
| TCSPP, Component 4  TCSPP, Component 6  Perkins Report Card  SACS  HSTW | | | | | | | | | |
| Define how material, human services, and funding sources are used to ensure school improvement? | | + | | + | + | + | + | | + | + | | F  S  C  E  A |
| TCSPP, Component 1  IDEA Comprehensive Plan  Perkins Plan 2008-09  Technology Plan  Title IID Individualized Staff Development Plan  Extended Contract Plan  SACS | | | | | | | | | |
| Identify what programs and processes are in place for curriculum analysis and support? | | + | | NA | + | + | + | | NA | + | | F  S  C  E  A |
| TCSPP, Component 4  PLATO  Bridges  Garbo Recorded Reading  Teacher Mentoring Program  Curriculum Maps  Perkins Report Card  Extended Contract Plan  SACS  HSTW | | | | | | | | | |
| Identify what programs and processes are in place for analyzing and supporting the instructional process? | | + | | NA | + | + | + | | + | + | | F  S  C  E  A |
| TCSPP, Component 4  Garbo Recorded Reading  Teacher Mentoring Program  Curriculum Maps  Bridges  PLATO  Before-After School Tutoring  Perkins Report Card  Star Student  Credit Recovery | | | | | | | | | |
| Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices? | | + | | + | + | + | + | | NA | + | | S  C |
| TCSPP, Component 1  TCSPP, Component 3  TCSPP, Component 4  SPED End of Year Plan  Perkins Report Card | | | | | | | | | |
| Determine the needs of children with disabilities based on information from an appropriate evaluation? | | + | | + | + | + | + | | NA | + | | S  E |
| SPED Eligibility Reports  IEP Team Meetings  TVASS  IDEA and 504  Explore | | | | | | | | | |
| Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)? | | + | | + | NA | NA | NA | | NA | + | | S |
| SPED Newsletter  YAI Newsletter  YAI Handbook  Child Find Activities  SPED End of Year Report | | | | | | | | | |
| Define how you will assist career-technical students in meeting or exceeding academic graduation requirements? | | + | | NA | + | NA | NA | | NA | + | | C |
| Perkins Plan, 2000  HSTW | | | | | | | | | |
| Define how you will assist career-technical students in mastering occupational skill competencies? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Plan  Competencies Checklist | | | | | | | | | |
| Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students’ performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation? | | NA | | + | + | NA | NA | | NA | + | | S  C |
| IEP Team Meetings  IEPs  Perkins Plan | | | | | | | | | |
| Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills? | | + | | + | + | + | + | | NA | + | | S  C |
| IEP Team Meetings  IEPs  Perkins Plan  Before and After School Tutoring  Class-size reduction | | | | | | | | | |
| Determine how you will promote non-traditional enrollment in career-technical programs? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Plan  Open enrollment practice  Gender Equity Training | | | | | | | | | |
| Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12th grade plans.) | | + | | + | + | + | NA | | NA | + | | S  C |
| IEP Team Meetings  IEPs  SPED Transition Plans  8th grade parent meetings and pre-registration (Extended contract new student counseling)  Review of students’ programs of study during Parent-Teacher Conferences (bi-annually)  Perkins Plan | | | | | | | | | |
| Determine how the system will provide additional educational assistance to low-achieving students?  **High Priority LEA Requirement—**The LEA’s revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students. | | + | | + | + | + | + | | NA | + | | F  S  C  E  A |
| TCSPP, Component 1  TCSPP, Component 3  TCSPP, Component 4  TCSPP, Component 5  Perkins Plan  Extended Contract, tutoring  SACS | | | | | | | | | |
| Describe the actions the system will take to assist low-achieving schools identified as in need of improvement? | | NA | | NA | NA | NA | NA | | NA | + | | F  S  E  A |
| YAI is a single school. | | | | | | | | | |
| Provide the system plan of action to offer school choice and supplemental services for those schools that qualify? | | + | | + | NA | NA | NA | | NA | + | | F  S |
| School Choice Policy, NCLB  YAI Handbook  YAI Homepage | | | | | | | | | |
| If applicable, in Targeted Assisted Schools identify eligible children most in need of services? | | NA | | NA | NA | NA | NA | | NA | + | | F  S |
| YAI is not a targeted school. | | | | | | | | | |
| Describe how the system will coordinate and integrate services to include:  - transition from Head Start, or other similar program, to elementary school? | | NA | | NA | NA | NA | NA | | NA | + | | F  S |
| YAI is a comprehensive 9-12 school. | | | | | | | | | |
| If applicable, describe the activities funded by the system which support preschool programs? | | NA | | NA | NA | NA | NA | | NA | + | | F  S  E |
| YAI is a comprehensive 9-12 school. | | | | | | | | | |
| Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118? | | + | | NA | NA | NA | NA | | + | + | | F  E |
| Family Engagement Plan  YAI Homepage  Technology Plan | | | | | | | | | |
| If applicable, describe the system’s extended learning time programs (after or before school, or extended school year)?  **High Priority LEA Requirement—**The LEA’s revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year | | + | | + | NA | + | + | | + | + | | F  S  E |
| Summer school program  Before-After school tutoring  Bridges  Title 1, Class-size reduction  Technology Plan  YAI Homepage  SACS | | | | | | | | | |
| Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure? | | + | | + | + | NA | + | | + | + | | F  S  C  A |
| ACT  TCSPP, Component 4  TESS survey  Gateway  EOC | | | | | | | | | |
| Determine to what degree you meet SACS standards? | |  | |  |  |  | + | |  | + | | A |
| Fully accredited | | | | | | | | | |
| Determine to what degree the stakeholder perception matches your current reality? | | + | | + | + | NA | + | | + | + | | S  A |
| IEP Team Meetings  Family Engagement Survey  NAEP test  Title I survey  Title II Accountability survey  YAI Advisory Council | | | | | | | | | |
| Identify your Component 4 priority of needs? | | + | | + | + | + | + | | + | + | | F  S  C  A |
| TCSPP, Component 4  Extended Contract Needs Assessment  Technology Needs Assessment | | | | | | | | | |
| Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation) | | + | | + | + | + | + | | + | + | | S  C  E  A  T |
| SPED Comprehensive Plan  SPED End of Year Report  TCSPP, Component 5  Vocational Conference, yearly  Technology Plan  Title IID Individualized Staff Development | | | | | | | | | |
| Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation) | | + | | + | + | + | + | | + | + | | S  C  A  T |
| SPED Comprehensive Plan  SPED End of Year Report  TCSPP, Component 5  Vocational End of Year Report  Technology Plan  TESS survey  SACS | | | | | | | | | |
| Define your implementation plans? | | + | | + | + | NA | + | | NA | + | | S  C  E  A |
| SPED Comprehensive Plan  SPED End of Year Report  Vocational End of Year Report  TCSPP, Component 1  TCSPP, Component 2 | | | | | | | | | |
| Address in your action plan the required clusters for your program area? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Plan | | | | | | | | | |
| Based on data, determine how the system goals include and address continuous career-technical program improvement? | | NA | | NA | + | NA | NA | | NA | + | | C |
| Perkins Report Card  YAI Report Card  TCSPP, Component 3  TCSPP, Component 5 | | | | | | | | | |
| Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core) | | NA | | + | + | NA | NA | | NA | + | | S  C |
| SPED Monitoring Process (every 3 years)  CTE Competency Profile | | | | | | | | | |
| Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance? | | NA | | NA | + | NA | NA | | NA | + | | C |
| CTEConference  Records of Training | | | | | | | | | |
| Define what summative assessment will be used? | | NA | | + | + | NA | + | | NA | + | | S  A |
| YAI Report Card  CTE Competency Profile  TCSPP, Component 3  TCSPP, Component 6 | | | | | | | | | |
| Describe how you will evaluate the SIP process? | | NA | | + | NA | NA | + | | NA | + | | S  A |
| School Improvement Monitoring Process  TCSPP, Component 6  SACS, Standard 10  NCLB Monitoring | | | | | | | | | |
| Determine how you will address monitoring recommendation found in the systems’ most recent career-technical and special education program evaluations? | | NA | | + | + | NA | NA | | NA | + | | S  C |
| SPED Monitoring Process---no recommendations noted  CTE Monitoring Process---noted and to be addressed as funds available  NCLB Monitoring Process---no recommendations | | | | | | | | | |
| Address in the action plan the evaluation process required for each question within each cluster area? | | NA | | + | + | NA | NA | | NA | + | | S  C |
| SPED Monitoring Process—no recommendations noted  CTE Monitoring Process---noted and to be addressed as funds available  NCLB Monitoring Process---no recommendations | | | | | | | | | |
| Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement? | | NA | | NA | + | NA | NA | | NA | + | | C |
| CTE Monitoring Process---noted and to be addressed as funds available | | | | | | | | | |
| Discuss the Review/Revision Process of your comprehensive systemwide plan?  **High Priority LEA Requirements**— The LEA’s revised TCSPP includes the SEA’s responsibilities for improvement. The LEA’s revised TCSPP includes a determination of why the district’s previous plan did not bring about increased student academic achievement. | | + | | + | NA | NA | NA | | NA | + | | F  S |
| School Improvement Monitoring Process  TCSPP, Component 6  NCLB Monitoring | | | | | | | | | |
| Define your plans for implementation and evaluation of your action plan? | | + | | + | + | NA | + | | NA | + | | F  S  C  A |
| TCSPP, Component 5  TCSPP, Component 6  Vocational Budget Summary explanation 2008-09  SACS, Standard 10 | | | | | | | | | |
| The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma?  **SPED State Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1  (20 U.S.C. 1416 (a)(3)(A)) | | NA | + | X | NA | NA | | NA | + | | |
| SPED End of Year Report  Vocational students are not disaggregated at local level. | | | | | | | | | |

|  | Federal Programs  **(F)** | Special Education  **(S)** | Career-Technical  **(C)** | Extended  Contract  **(E)** | SACS  **(A)** | Technol  oy  **(T)** | Systemwide |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Do your Most Current Data used in the CURRENT Year’s TCSPP indicate that:** | | | | | |  | | | |
| The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?  **SPED State Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2  (20 U.S.C. 1416 (a)(3)(A)) | NA | + | NA | NA | NA | NA | + | | S  C |
| SPED End of Year Report  TCSPP, Component 1 | | | | | | | |
| Participation and performance of children with disabilities on statewide assessments:   1. Percent of schools meeting the State’s AYP objectives for progress for disability subgroup. 2. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. 3. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards?   **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3  (20 U.S.C. 1416 (a)(3)(A)) | NA | + | NA | NA | NA | NA | + | | S |
| TCSPP, Component 1  YAI Report Card  Carl Perkins Report Card | | | | | | | |
| The number and percent of children with IEPs ages 6 through 21:   1. Removed from regular class less than 21% of the day 2. Removed from regular class greater than 60% of the day 3. Served in either public or private separate schools, residential placements, or homebound or hospital placements?   **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5  (20 U.S.C. 1416(a)(3)(A)) | + | + | NA | NA | NA | NA | + | | S |
| SPED End of Year Report | | | | | | | |
| The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A)) | NA | NA | NA | NA | NA | NA | + | | S |
| YAI is comprehensive 9-12; no preschool population. | | | | | | | |
| The percentage of preschool children with IEPs who demonstrate improved:   1. Positive social-emotional skills (including social relationships); 2. Acquisition and use knowledge and skills (including early language/communication and early literacy); and 3. Use of appropriate behaviors to meet their needs?   **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A)) | NA | + | NA | NA | NA | NA | + | | S |
| YAI is comprehensive 9-12; no preschool population. | | | | | | | |
| Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A))  \*LEA may use State parental survey or develop one of their own for the TSCPP. | NA | + | NA | NA | NA | NA | + | | S |
| Family Engagement Survey | | | | | | | |
| The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted.  (20 U.S.C. 1416(a)(3)(C)) | + | + | NA | NA | NA | NA | + | | S |
| YAI is a single school. Its data reflects ethnic group representation.  Title III ELL survey | | | | | | | |
| The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted.  (20 U.S.C. 1416(a)(3)(C)) | + | + | NA | NA | NA | NA | + | | S |
| YAI is a single school. Its data reflects ethnic group representation. | | | | | | | |
| Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11.  (20 U.S.C. 1416(a)(3)(B)) | NA | + | NA | NA | NA | NA | + | | S |
| SPED Comprehensive Plan | | | | | | | |
| The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) | NA | NA | NA | NA | NA | NA | + | | S |
| YAI is comprehensive 9-12; no preschool population. | | | | | | | |
| The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) | NA | + | + | NA | NA | NA | + | | S |
| SPED Comprehensive Plan  Perkins Plan 2008-09 | | | | | | | |
| The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school?  **SPED State Measurement:** Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))  \* LEA can use state transition survey (in process of development) or develop own procedure for TCSPP | X | X | X | X | X | X | + | | S |
| General education population must be tracked before a comparison can be completed. | | | | | | | |

**As you implement your TCSPP, it is imperative that you monitor and review your Compliance Matrix regularly to ensure that all programmatic needs are being met. These needs should be embedded into your Component 5 Action Plan where possible to create a seamless and comprehensive approach to student achievement.**