

Escambia County School District

J. M. Tate Senior High School



2018-19 Schoolwide Improvement Plan

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J. M. Tate Senior High School

1771 TATE RD, Cantonment, FL 32533

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of J. M. Tate High School is to have an administration, faculty, staff, and community committed to educational excellence at all levels through readily available communication, technology, research, and learning opportunities. It is our mission that students will see a direct correlation between classroom instruction and their daily lives. It is our mission to provide the technological access necessary for students to become successful members of the working force.

Provide the school's vision statement.

J. M. Tate High School's purpose is to educate its students to become informed citizens capable of effectively participating in their community's, state's, and nation's progress and to recognize the United States of America as a member of the global community of nations. This school believes each person possesses his/her own unique potential, ability, and expectations.

Each student shall be afforded opportunity to learn, to participate, to succeed, and to excel in a variety of areas including academic, vocational, technical, agricultural, cultural, physical, and social education.

We believe that successful education occurs in a safe, open, and caring atmosphere of mutual respect. To this end, and recognizing the inevitability of change, Tate will always endeavor to maintain clear communication and transparency among all within the school and with all stakeholders.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Shackle, Richard	Principal
Bedford, Laurie	Assistant Principal
Long, Deborah	Assistant Principal
Tompkins, Stefany	Teacher, K-12
Knoll, Pat	Teacher, K-12
Culp, Alan	Teacher, K-12
Killebrew, Pam	Teacher, K-12
Wilkerson, Sydney	Teacher, ESE
Young, Kelly	Teacher, K-12
Walters, Elerene	Teacher, K-12
Hood, Susan	Instructional Coach
Mills, Christine	School Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

These school leaders meet monthly to collaborate with Administration regarding goals, issues/ concerns, and student success. Leadership Team members are responsible for facilitating Professional Learning Communities per content area on a monthly basis. Many Leadership Team members have served, or are currently serving as new teacher mentors.

The RtI Leadership Team will meet to engage in the following activities:
Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based upon that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new process and skills, and make decisions about implementation.

ESE Teachers participate in the Tier process to provide support and offer strategies to the general education teacher. The Instructional Coach identifies systematic patterns of the students' needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for students considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis. The Instructional Coach also provides support for assessment and implementation monitoring.

There are other individuals who are placed in the school directly through the district such as school psychologist, speech teacher, etc.. These individuals participates in the collection, interpretation, and data analysis based on individual student needs.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	52	57	50	263
One or more suspensions	0	0	0	0	0	0	0	0	0	73	60	52	25	210
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	64	141	130	103	438
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	152	138	127	78	495

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	101	113	102	62	378

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	35	32	20	3	90
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	22	24	25	13	84

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	53	45	37	215
One or more suspensions	0	0	0	0	0	0	0	0	0	54	65	38	27	184
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	158	241	201	163	763
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	153	157	174	107	591

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	132	155	143	87	517

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	53	45	37	215
One or more suspensions	0	0	0	0	0	0	0	0	0	54	65	38	27	184
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	158	241	201	163	763
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	153	157	174	107	591

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	132	155	143	87	517

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

While all areas are of concern, Math Achievement is our targeted area. As more students in middle school take Algebra 1 course/EOC, the students at the high school level as first time takers have shown to have less success with EOC results.

Which data component showed the greatest decline from prior year?

Math Achievement and Math Lowest 25th .

Which data component had the biggest gap when compared to the state average?

Tate High School was equal or exceeded State averages in all components. Math Learning Gains was Tate's biggest gap in compared to the state's average.

Which data component showed the most improvement? Is this a trend?

Data reviews showed that Social Studies, ELA Learning Gains, and ELA Lowest 25th percentile all had over a 6% jump in improvement.

Describe the actions or changes that led to the improvement in this area.

One goal last year was to increase student engagement in the classroom through higher level questioning and increased student led discussion. These content areas used DBQs/mini DBQs to assist with student comprehension and citing textual evidence as they collaborated in small groups to formulate answers.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	56%	52%	56%	51%	46%	52%
ELA Learning Gains	54%	51%	53%	53%	45%	46%
ELA Lowest 25th Percentile	46%	40%	44%	39%	33%	38%
Math Achievement	51%	44%	51%	55%	36%	43%
Math Learning Gains	56%	51%	48%	54%	38%	39%
Math Lowest 25th Percentile	50%	40%	45%	46%	37%	38%
Science Achievement	69%	60%	67%	70%	64%	65%
Social Studies Achievement	78%	69%	71%	74%	63%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	104 (80)	52 (53)	57 (45)	50 (37)	263 (215)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
One or more suspensions	73 (54)	60 (65)	52 (38)	25 (27)	210 (184)
Course failure in ELA or Math	64 (158)	141 (241)	130 (201)	103 (163)	438 (763)
Level 1 on statewide assessment	152 (153)	138 (157)	127 (174)	78 (107)	495 (591)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	57%	49%	8%	53%	4%
	2017	50%	46%	4%	52%	-2%
Same Grade Comparison		7%				
Cohort Comparison						
10	2018	54%	49%	5%	53%	1%
	2017	57%	47%	10%	50%	7%
Same Grade Comparison		-3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	57%	11%	65%	3%
2017	63%	58%	5%	63%	0%
Compare		5%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	65%	12%	68%	9%
2017	71%	59%	12%	67%	4%
Compare		6%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	38%	51%	-13%	62%	-24%
2017	43%	51%	-8%	60%	-17%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	48%	11%	56%	3%
2017	62%	43%	19%	53%	9%
Compare		-3%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	41	35	32	35	45	51	56		63	20
AMI	27	50									
ASN	89	74		67	64		93	94			
BLK	36	43	25	28	37	30	58	53		80	32
HSP	56	52	31	45	40		65	92		96	36
MUL	46	54	55	58	62		77	86		100	57
WHT	60	56	52	55	59	53	69	80		88	55
FRL	49	51	40	44	53	34	62	74		82	40
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	36	34	37	56		21	49		48	23
AMI	60	50						80			
ASN	77	68		87	65		60				
BLK	25	40	39	41	45	39	31	42		66	18
HSP	63	49	17	71	65		75	57		82	50
MUL	58	45	33	70	48	62	71	82		96	40
WHT	57	48	41	64	54	55	69	78		83	53
FRL	43	41	35	53	49	49	52	62		72	38

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Raise Graduation Rate

Rationale Currently, Tate's Graduation Rate is calculated at 87.2%. Each year, our graduation rate has steadily increased with the exception of last year (dropped 2%).

Intended Outcome Projected Grad Rate: 90%

Point Person Richard Shackle (rshackle@ecsdfi.us)

Action Step

Description Senior Mentors- all teachers who teach seniors will "adopt" an at risk student for the year. Call to parents of students who have D or F in courses at the 4.5 week of the nine weeks grading period.
Informational Parent Night to promote graduation requirements.
5th Guidance Counselor to assist with seniors with attendance issues.

Person Responsible Deborah Long (dlong@ecsdfi.us)

Plan to Monitor Effectiveness

Description Absentee reports/ call to parents
Teachers documentation of communication with "senior mentee"

Person Responsible Richard Shackle (rshackle@ecsdfi.us)

Activity #2	
Title	Improve higher level questions and problem solving skills.
Rationale	Students will need to acquire and master critical thinking skills by peer collaboration and student led learning through questioning, discussion, and performance based assessments.
Intended Outcome	Students will prove mastery in course work, District EOCs, State EOC
Point Person	Laurie Bedford (lbedford@ecsdfl.us)
Action Step	
Description	New teacher training : CRISS DBQ implementation training
Person Responsible	Susan Hood (shood@escambia.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Classroom Walkthroughs PLC to discuss best practices District and school based ongoing monitoring progress
Person Responsible	Laurie Bedford (lbedford@ecsdfl.us)
Activity #3	
Title	Increase Student Certifications Opportunities
Rationale	Tate High School will ensure that students are college and/or career ready upon gradation through various opportunities of hands on experience and mastery of performance based skills.
Intended Outcome	Students will acquire and master skills geared toward their individual career path.
Point Person	Richard Shackle (rshackle@ecsdfl.us)
Action Step	
Description	Provide more CTE courses in the schedule Workforce Teachers meet in PLC to share best practices Workforce Teachers attend community shareholders' events/meetings to promote student involvement.
Person Responsible	Laurie Bedford (lbedford@ecsdfl.us)
Plan to Monitor Effectiveness	
Description	Workforce PLC meetings notes Practice pre-certification exams Performance based assessments
Person Responsible	Laurie Bedford (lbedford@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Tate High School has parents involved in various ways. Parents are involved in academic planning for their children by participating in the development of Individual Education Plans (IEP), Gifted Education plans (GED), 504 Plans and Graduation/Academic Informational Parent Nights hosted by each grade Counselors. The goal will be an increase in parental participation in all planning activities and strategies for each student involved in creating these plans.

Parents are active in extra curricular activities such as athletics, clubs, band, theatre, and chorus.

Administration promotes communication with parents through email, call outs to home, newsletters, and the Tate web site.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Tate has five counselors on staff to ensure the social-emotional needs of students are being met. Teachers and staff are encouraged to refer students to one of the counselors if the need arises and to let administration know if it is an emergency type situation. Our counselors offer parents outside counseling for students in need through CDAC Counseling as well as the on sight District Psychologist that visits Tate once a week.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Guidance Counselors promote a Parent Night with their specific cohort in order to review Graduation requirements with students and parents. Other information is provided such as Bright Futures information and acceleration/grade recovery options for students with such needs. Tate HS hosts a College and Career Fair once a year targeting Juniors, Seniors, and the 9th grade students meeting criteria for Academic Institute.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Baseline Data: Previous Progress Monitoring Previous EOC and FSA scores

Progress Monitoring: Subject Area Exams, FSA Simulations, District (ELA) Nine Week Assessments.

Midyear: Subject Area Exams, District Nine Week Assessments, Teacher made cumulative assessments

End of Year: FSA, EOCs

Tate High School does not receive Title I funding.

Services for Migrant children are provided by the district level Title I office.

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. Tate High School is not an ESOL Center. We serve 2 ESOL students.

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education. This program is overseen by the district Title I office.

Tate High School is committed to continue offering nutritional choices in the cafeteria. This includes salad bar, a la carte items, and self serve options.

SAI monies are used to provide a testing coordinator and staff development, literacy coach, and resources for continuous improvement and CRISS. In addition funds are used to obtain additional educational supplies and resources that are not covered through budgeted funds.

Violence Prevention is offered at Tate High School through student and teacher education to include, but not be limited to bullying, harassment, and very serious breeches of conduct. This is achieved via school web site, Rights and Responsibilities handbook, district website, deans in classrooms, closed caption TV, and morning and afternoon announcements.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Tate High School offers 5 different career academies. The Health is a four year program that culminates in a hospital placement where students work in several different departments that includes actual patient contact. AgriScience will be officially added as a 6th career academy this school year.

The Multimedia Academy allows students to work on a TV set that includes a news desk, TV cameras, a sound room, and an editing room. Students write and edit scripts and produce videos. Students also produce live TV shows for the closed circuit TV system that Tate High School uses for a daily news show.

The Veterinary Assistance program is a four year program. This program includes working with small and large animals, along with student experiences in local veterinarian clinics.

The Game and Simulation Academy is a four year program for students interested in video gaming and

design. Guest college teaching assistants have worked with the third and fourth year students. Students have also taken their fourth year class as a dual enrollment class at the University of West Florida.

The Early Childhood Education Academy is a four year program that places students in the third and fourth year in day care centers and elementary schools. These academy students work on and often earn their certification. Many schools are hired as day care workers and teaching assistants directly from high school.

Tate High School also offers a BCE and DCT program to upperclassmen.

Tate High School offers two 4 year programs including Business and Agriculture.

Part V: Budget

Total:

\$11,000.00