

Escambia County School District

J. M. Tate Senior High School



2020-21 Schoolwide Improvement Plan

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J. M. Tate Senior High School

1771 TATE RD, Cantonment, FL 32533

www.escambiaschools.org

Demographics

Principal: Laura Touchstone A

Start Date for this Principal: 8/13/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (60%) 2016-17: B (58%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Shackle, Richard	Principal	Overseeing the implementation strategies to increase student engagement, critical thinking skills, and student led questioning/discussion.
Bedford, Laurie	Assistant Principal	Overseeing the implementation of strategies to increase student engagement, critical thinking skills, and student led questioning/discussion.
Long, Deborah	Assistant Principal	Implementation of strategies to increase student engagement, critical thinking skills, and student led questioning/discussion.
Tompkins, Stefany	Other	Innovation Specialist will oversee writing lab for students, collaboration with teacher/teacher leaders for the development of courses.
Knoll, Pat	Teacher, K-12	Math Department Chair
Culp, Alan	Teacher, K-12	Science Department Chair
Killebrew, Pam	Teacher, K-12	Social Science Department Chair
Wilkerson, Sydney	Teacher, ESE	ESE Department Chair
Young, Kelly	Teacher, K-12	English (ELA) Department Chair
Walters, Elerene	Teacher, K-12	Elective (Art) Department Chair
Mills, Christine	School Counselor	Senior Guidance Counselor
Abney, Clyde	Dean	Senior Mentoring Program Coordinator
Baltazar, Laura	Teacher, K-12	Reading Department Chair

Demographic Information

Principal start date

Thursday 8/13/2020, Laura Touchstone A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

121

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (60%) 2016-17: B (58%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	591	549	504	476	2120
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	98	70	58	339
One or more suspensions	0	0	0	0	0	0	0	0	0	69	58	40	32	199
Course failure in ELA	0	0	0	0	0	0	0	0	0	26	97	69	38	230
Course failure in Math	0	0	0	0	0	0	0	0	0	39	113	68	50	270
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	154	108	68	60	390
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	120	87	3	0	210

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	49	82	74	58	263

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	23	45	27	8	103
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	31	22	8	72

Date this data was collected or last updated

Thursday 8/13/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	583	560	528	472	2143
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	145	68	61	70	344
One or more suspensions	0	0	0	0	0	0	0	0	0	66	82	46	40	234
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	56	157	93	97	403
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	170	150	121	105	546

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	119	139	95	83	436

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	37	31	8	2	78
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	3	1	13

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	583	560	528	472	2143
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	145	68	61	70	344
One or more suspensions	0	0	0	0	0	0	0	0	0	66	82	46	40	234
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	56	157	93	97	403
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	170	150	121	105	546

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	119	139	95	83	436

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	37	31	8	2	78
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	3	1	13

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	49%	56%	54%	48%	53%
ELA Learning Gains	46%	47%	51%	48%	45%	49%
ELA Lowest 25th Percentile	35%	33%	42%	40%	33%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	52%	42%	51%	63%	43%	49%
Math Learning Gains	52%	48%	48%	53%	41%	44%
Math Lowest 25th Percentile	41%	41%	45%	53%	33%	39%
Science Achievement	76%	59%	68%	64%	60%	65%
Social Studies Achievement	69%	62%	73%	72%	62%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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	2019	51%	48%	3%	55%	-4%
	2018	57%	49%	8%	53%	4%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	57%	48%	9%	53%	4%
	2018	54%	49%	5%	53%	1%
Same Grade Comparison		3%				
Cohort Comparison		0%				

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
2019	75%	58%	17%	67%	8%
2018	68%	57%	11%	65%	3%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		7%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	62%	7%	70%	-1%
2018	77%	65%	12%	68%	9%
Compare		-8%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	52%	-17%	61%	-26%
2018	38%	51%	-13%	62%	-24%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	47%	13%	57%	3%
2018	59%	48%	11%	56%	3%
Compare		1%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	40	35	37	39	33	53	56		83	30
AMI	45									100	70
ASN	74	53		78	60					82	
BLK	35	42	36	33	41	45	58	53		91	26
HSP	45	46	45	50	53		77	63		86	42
MUL	45	46	39	36	45		52	75		100	35
WHT	59	47	33	56	54	40	80	72		86	65
FRL	45	44	37	45	51	44	70	61		82	45

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	72
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA 25%- Lowest Percentile component was the lowest performance. Factors inclusive of, but not limited to, parental input, discipline, absences, poor study skills, and unsatisfactory effort levels. Quarter 4 was remote due Covid-19.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA 25% Lowest Percentile component showed the greatest decline from the prior year. Factors inclusive of, but not limited to, parental input, discipline, absences, poor study skills, and unsatisfactory effort levels. Quarter 4 was remote due to Covid-19.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science had the greatest gap for the positive compared to the State average. (8%) Science achievement inclusive of highly effective teachers, sequence of Biology EOC given in 11th grade instead of 10th grade for level one FSA readers and given in 10th grade instead of 9th grade for non honors students.

Which data component showed the most improvement? What new actions did your school take in this area?

Science had the greatest gap for the positive compared to the State average. (8%) Science achievement inclusive of highly effective teachers, sequence of Biology EOC given in 11th grade instead of 10th grade for level one FSA readers and given in 10th grade instead of 9th grade for non honors students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Retainees and Scoring Level 1 on EOC have a direct effect on the other. While absences was a contributing external factor, within the classrooms CRISS strategies, grade recovery, various educational deliveries from teachers, Guidance Counselors and Deans were implemented for "at risk" students. Faculty Mentors will again be assigned to Seniors with a certain GPA between 1.7 and 2.2.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest 25% ELA
2. ELA Learning Gains

- 3.Math Learning Gains
- 4. Lowest 25% Math
- 5. Social Studies Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Graduation Rate

Area of Focus Description and Rationale:	To ensure that all students have the opportunity to become well rounded young adults and graduate from high school within their cohort.
Measurable Outcome:	Increase Graduation Rate from 90.5% to 92%.
Person responsible for monitoring outcome:	Christine Mills (cmills@escambia.k12.fl.us)
Evidence-based Strategy:	Increase student engagement within the classroom. Promote critical thinking skills Providing student led questioning/discussion techniques.
Rationale for Evidence-based Strategy:	School Expectations for above 90% for Graduation Rate for the 2020/2021 school year. We have seen an incline over the past years from 87% to now at 90% based on State/District calculations.

Action Steps to Implement

Faculty Mentors
Before / After School Tutoring (Virtual)
Counselors remain with their cohort throughout the 4 years
Grade Recovery
Community School

Person Responsible Christine Mills (cmills@escambia.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The expectations is for all students to become young, productive adults and graduate high school.
Measurable Outcome:	Increase the proficiency level of the students in the subgroup. Students with Disabilities from ELA Achievement from 28% to 30% and an increase in Math Achievement from 37% to 39%.
Person responsible for monitoring outcome:	Sydney Wilkerson (swilkerson1@escambia.k12.fl.us)
Evidence-based Strategy:	Learning Strategies classes are implementing Reading/Writing/Math on a consistent basis with pre and post tests. Prodigy is a Math component implemented in Learning Strategies. USA Test Prep is implemented as reading support curriculum. Snap and Read is used to assist with comprehension.
Rationale for Evidence-based Strategy:	Prodigy is an online curriculum base with high interest draw where it allows students to also work at home. Read/Write curriculum is District based with vocabulary geared supported by hands on interactive lessons.

Action Steps to Implement

Learning Strategies class
 Reading Class
 Grade Recovery
 Community School during the school year
 Waivers earned through proficiency

Person Responsible Sydney Wilkerson (swilkerson1@escambia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Attendance: The Deans and Testing Coordinator will devise an attendance alert system. Teachers are to contact designated personnel (Deans and TC) with the names of those students who miss 3 or more days in their classroom. Deans and TC will then contact parents and VT if needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

J M 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.

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

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

Community leaders are Partners in Education and support the extra curricular events such as FFA Rodeo, Band and Athletic Boosters.

SAC committee, including parents, and community leaders along with students and teachers, meet throughout the year to make decisions to better the overall school needs.

Tate High School promotes post secondary training by hosting a College and Career Day for students and parents. Numerous College Institutions are present along with several businesses in the area display their needs for future employment.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Other: Graduation Rate	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00