

Escambia County School District

# J. M. Tate Senior High School



## 2019-20 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: 8/19/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	45%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (57%) 2017-18: B (60%) 2016-17: B (58%) 2015-16: B (57%) 2014-15: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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1771 TATE RD, Cantonment, FL 32533

[www.escambiaschools.org](http://www.escambiaschools.org)

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
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 and position title 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

## 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	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

**FTE units allocated to school (total number of teacher units)**

124

**Date this data was collected or last updated**

Monday 8/19/2019

**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	
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 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	101	113	102	62	378

**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	
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 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	101	113	102	62	378

## 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%
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	
Number of students enrolled	583 (0)	560 (0)	528 (0)	472 (0)	2143 (0)
Attendance below 90 percent	145 (104)	68 (52)	61 (57)	70 (50)	344 (263)
One or more suspensions	66 (73)	82 (60)	46 (52)	40 (25)	234 (210)
Course failure in ELA or Math	56 (64)	157 (141)	93 (130)	97 (103)	403 (438)
Level 1 on statewide assessment	170 (152)	150 (138)	121 (127)	105 (78)	546 (495)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%
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%	
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%	
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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	56

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
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%	
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%	

## 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.

**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.

**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. Science achievement inclusive of highly effective teachers, sequence of science test 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 component showed the most improvement. Achievement inclusive of highly effective teachers, sequence of science test given in 10th grades instead of 9th grade for non honors students. 10th grade students who struggled with 9th grade science where placed in a remedial science course and will take Biology in the 11th grade.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Scoring Level 1 on EOC and Course Failures have a direct effect on the other. CRISS strategies, grade recovery, various educational deliveries within the classroom, and Guidance along with Deans are implementing an absence "at risk" student alert system. Faculty Mentors will be assigned to Seniors with a certain GPA between 1.5 and 2.2.

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

1. Lowest 25 % ELA
2. History
3. Lowest 25% Math
4. ELA Achievement
5. Math Achievement

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Graduation Rate
<b>Rationale</b>	To ensure that all students have the opportunity to become well rounded young adults and graduate from high school within their cohort.
<b>State the measurable outcome the school plans to achieve</b>	Increase the Graduation Rate from 87% to 90%.
<b>Person responsible for monitoring outcome</b>	Richard Shackle (rshackle@ecsdfi.us)
<b>Evidence-based Strategy</b>	Increasing student engagement within the classroom Promoting critical thinking skills Providing student led questioning/discussion techniques
<b>Rationale for Evidence-based Strategy</b>	School Expectation is 90% for Grad Rate for the 2019/2020. We have seen an incline over the past years from 80% to now 87% based on State / District calculations.
<b>Action Step</b>	
<b>Description</b>	1. Faculty Mentors 2. Before/After School Tutoring 3. Counselors remain with their cohort throughout the 4 years 4. Grade Recovery 5. Community School
<b>Person Responsible</b>	Richard Shackle (rshackle@ecsdfi.us)



#2	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	The expectation is for all students to become young, productive adults and graduate high school.
<b>State the measurable outcome the school plans to achieve</b>	Increase the proficiency level of the students in the subgroup Students With Disabilities from ELA Achievement 28% to 30% and increase the proficiency level of Math Achievement 37% to 40%.
<b>Person responsible for monitoring outcome</b>	Richard Shackle (rshackle@ecsdfi.us)
<b>Evidence-based Strategy</b>	<p>Learning Strategies classes are implementing Reading/Writing/Math on a consistent basis with pre and post tests.</p> <p>Prodigy is a Math component implemented in Learning Strategies.</p> <p>USA Test Prep for Reading support</p> <p>Snap and Read to assist with comprehension</p> <p>Teacher PLC Collaboration</p> <p>Prodigy is an online curriculum base with high interest draw where it allows students to also work at home.</p> <p>Read/Write curriculum is District based with vocabulary geared supported by hands on interactive lessons.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>By utilizing the tool, Snap and Read, students should have a higher sense of confidence and increased rate of fluency when reading across the curriculum.</p> <p>Students in the SWD subgroup will be assessed quarterly on Star 360 for ongoing monitoring progress to assist in instruction.</p> <p>Teachers formulated PLC group of the lowest 25% quartile to collaborate strategies to be implemented schoolwide.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Learning Strategies Class</li> <li>2. Schoolwide strategies implemented</li> <li>3. Reading Class</li> <li>4. Grade Recovery</li> <li>5.. Community School during the school year</li> <li>6. Waivers earned through proficiency</li> </ol>
<b>Person Responsible</b>	Sydney Wilkerson (swilkerson1@escambia.k12.fl.us)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Attendance: The additional Counselor along with Deans will devise an attendance alert system. Teachers are to contact designated personnel (counselor and deans) with the names of those students who miss 3 or more days in their classroom. Deans and Counselor will then contact parents and Visiting Teacher if needed.

## 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 Schoolwide Improvement Plan 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 6 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.

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.

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 students are hired as day care workers and teaching assistants directly from high school.

The AgriScience Academy has three distinctive tracks including Agricultural Power and Technology, Horticultural Technology, and Production Agriculture. All connected to industry for career needs within the community.

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

Tate High School offers a 4 year Business program.

## Part V: Budget

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

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