Taylor County Accelerated School

2020-21 Schoolwide Improvement Plan

Table of Contents

Taylor County Accelerated School

508 AQUANALDO AVE, Perry, FL 32347

www.taylor.k12.fl.us

Demographics

Principal: Ed Harvey   Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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 Taylor 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.

Table of Contents

Taylor County Accelerated School

508 AQUANALDO AVE, Perry, FL 32347

www.taylor.k12.fl.us

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 6-12	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Taylor 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 Taylor Accelerated School (TAS) is committed to providing a safe, supportive, unified environment that empowers students and educators to work collaboratively as successful life-long learners positively impacting our community. Improving a student's ACHIEVEMENT, ATTENDANCE, and ATTITUDE through our Bringing our A Game approach. Our goal is to create a learning environment in which we teach students to use thinking skills as they problem-solve and interact socially.

Provide the school's vision statement.

The students of Taylor Accelerated School will receive a rigorous and relevant education that prepares them to be college and career ready. Our vision is to promote academic success, modifying unacceptable behaviors, and improving school attendance in a consistent manner facilitated by a school-wide behavior management program.

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
Harvey, Ed	Principal	Ed Harvey provides school based leadership for the Taylor Accelerated School. He provides vision for the team and guides the staff and students daily. Mr. Harvey is also very proactive with his communication to parents and families.

Demographic Information

Principal start date
Wednesday 7/1/2020, Ed Harvey

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.*
0

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.*
0

Total number of teacher positions allocated to the school
2

Demographic Data

2020-21 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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	1	13	16	23	7	4	0	64
Attendance below 90 percent	0	0	0	0	0	0	1	11	9	12	4	3	0	40
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	1	6	5	5	2	0	0	19
Course failure in Math	0	0	0	0	0	0	1	4	4	6	2	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	5	5	17	4	2	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	3	2	4	1	0	0	10

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	1	13	10	20	3	2	0	49

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	1	3	2	1	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	6	5	4	2	2	0	20

Date this data was collected or last updated

Wednesday 9/2/2020

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	9	8	18	12	7	0	1	55
Attendance below 90 percent	0	0	0	0	0	0	8	8	13	9	7	0	1	46
One or more suspensions	0	0	0	0	0	0	7	4	14	9	5	0	1	40
Course failure in ELA or Math	0	0	0	0	0	0	5	8	16	10	7	0	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	7	7	16	10	6	0	1	47

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	7	8	16	12	7	0	1	51

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	6	7	13	9	2	0	1	38
Students retained two or more times	0	0	0	0	0	0	5	6	11	10	2	0	1	35

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	9	8	18	12	7	0	1	55
Attendance below 90 percent	0	0	0	0	0	0	8	8	13	9	7	0	1	46
One or more suspensions	0	0	0	0	0	0	7	4	14	9	5	0	1	40
Course failure in ELA or Math	0	0	0	0	0	0	5	8	16	10	7	0	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	7	7	16	10	6	0	1	47

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	7	8	16	12	7	0	1	51

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	6	7	13	9	2	0	1	38
Students retained two or more times	0	0	0	0	0	0	5	6	11	10	2	0	1	35

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	0%	40%	56%	0%	33%	53%
ELA Learning Gains	0%	48%	51%	0%	34%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	26%	41%
Math Achievement	0%	21%	51%	0%	42%	49%
Math Learning Gains	0%	23%	48%	0%	44%	44%
Math Lowest 25th Percentile	0%	19%	45%	0%	33%	39%
Science Achievement	0%	74%	68%	0%	48%	65%
Social Studies Achievement	0%	64%	73%	0%	58%	70%

	EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**							**Total**
	6	**7**	**8**	**9**	**10**	**11**	**12**	
	(0)	(0)	(0)	(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**
06	2019	0%	42%	-42%	54%	-54%
	2018					
Cohort Comparison						
07	2019	0%	48%	-48%	52%	-52%
	2018	0%	42%	-42%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	20%	55%	-35%	56%	-36%
	2018	0%	44%	-44%	58%	-58%
Same Grade Comparison		20%				
Cohort Comparison		20%				
09	2019	0%	40%	-40%	55%	-55%
	2018	0%	24%	-24%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	37%	-37%	53%	-53%
	2018	0%	39%	-39%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	0%	49%	-49%	55%	-55%
	2018					
Cohort Comparison						
07	2019	0%	53%	-53%	54%	-54%
	2018	0%	48%	-48%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	17%	-17%	46%	-46%
	2018	0%	41%	-41%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	42%	-42%	48%	-48%
	2018	0%	39%	-39%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	72%	-72%	67%	-67%
2018	0%	48%	-48%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	65%	-65%	71%	-71%
2018	0%	57%	-57%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	70%	-70%
2018	0%	72%	-72%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	52%	-52%	61%	-61%
2018	0%	46%	-46%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	4%	-4%	57%	-57%
2018	0%	37%	-37%	56%	-56%
Compare		0%			

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
WHT	12	33									
FRL	10	43			20						
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
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

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)	CS&I
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	81
Total Components for the Federal Index	6
Percent Tested	74%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	15
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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.

The Taylor Accelerated School (TAS) is a rated school, not a graded one. Students are placed on the TAS campus with multiple warning factors in an effort to provide differentiated instruction in a smaller school setting. Due to the transiency of the student population, it is rather difficult to determine if this performance data is a trend related to the changing needs of the students.

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

Based upon the 2019 FSA student data, the students at TAS are not performing well in any area.

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.

the only two subgroups with a cell size large enough to have a federal index calculated are White and Economically Disadvantaged. Again, in this alternative setting attendance and motivation play a huge role in student achievement.

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

Based upon 2019 FSA data, the TAS 8th grade students showed an aggregated 20% proficiency level.The middle school portion of TAS instruction and assessment was facilitated in a small group setting. Additional intervention and tutoring was provided to students based upon identified need.

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

Chronic absenteeism is a true concern. More than three-fourths of the students currently enrolled in TAS missed 10%, or more, of instruction during the 2019-2020 school year in addition to the COVID closure.

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

1. Increase the percent of students tested to 95%
2. Increase ELA learning gains by 5%
3. Increase white and economically disadvantaged federal index subgroup scores by at least 3%
4. Increase student average daily attendance by 2% school-wide

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Engagement

Area of Focus Description and Rationale:	Hopefully through parent involvement initiatives and motivation student programs, Taylor Accelerated School's percent of students assessment on the state assessment will increase form 74% to 95%.

Measurable Outcome:	Increase the percent of students tested to 95%
Person responsible for monitoring outcome:	Ed Harvey (ed.harvey@taylor.k12.fl.us)
Evidence-based Strategy:	1. Increase positive communication with the families to foster support of TAS student growth and achievement. 2. Infuse behavior modification and motivational strategies to encourage and promote good attendance.
Rationale for Evidence-based Strategy:	https://www.researchgate.net/profile/Azkananda_Widiasani/publication/310773130_Handbook_of_Student_Engagement/links/5836a0dd08aed45931c772b7/Handbook-of-Student-Engagement.pdf#page=572 • Student engagement is considered the primary theoretical model for understanding dropout and promoting school completion, defi ned as graduation from high school with suffi cient academic and social skills to partake in postsecondary educational options and/or the world of work (Christenson et al., 2008; Finn, 2006; Reschly & Christenson, 2006b). • Engaged students do more than attend or perform academically; they also put forth effort, persist, self-regulate their behavior toward goals, challenge themselves to exceed, and enjoy challenges and learning (Klem & Connell, 2004; National Reesearch Council and the Institute of Medicine [NRC and IoM], 2004).

Action Steps to Implement

1. Promote monthly positive calls to each family - develop a script for staff to use when making the call.
2. Document calls made on a student-family contact log.
3. Infuse daily student messages about the value and the purpose of their schoolwork.
4. Monitor student attendance and let students and families know that they were missed.

Person Responsible	Ed Harvey (ed.harvey@taylor.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	the students attending classes at the Taylor Accelerated School are behind in credits, struggle with reading, and/or scored a Level 1 on the FSA ELA. Our goal is through the use of the APEX online courseware and tutorials, the district will provide opportunities for students to "catch-up" and remediate reading deficiencies to enable students to be successful students that are college and career ready.

Measurable Outcome: Our goal is through the use of the APEX online ELA core curriculum and the implementation of the ELA Accuplacer diagnostic assessment and differentiated instructional path, supported by the teacher and the instructional aide, the percent of students achieving FSA ELA Learning Gains will increase by 5% over the 2019 percentage.

Person responsible for monitoring outcome: Ed Harvey (ed.harvey@taylor.k12.fl.us)

Evidence-based Strategy:
Evidence-Based Strategies for Reading Instruction
of Older Students with Learning Disabilities
Greg Roberts
The University of Texas at Austin
Joseph K. Torgesen
Florida State University
Alison Boardman
The University of Colorado at Boulder
Nancy Scammacca
The University of Texas at Austin
Over a quarter of 8th-grade students and more than one-third of 4th graders do not read well
enough to understand important concepts and acquire new knowledge from grade-level text.
For students with learning disabilities, the numbers are more troubling. This article describes
features of evidence-based instruction for students who continue to struggle with reading in
late elementary, middle, and high school. Recommendations are organized into 5 areas that
are critical to the reading improvement of older struggling readers: (1) word study, (2) fluency,
(3) vocabulary, (4) comprehension, and (5) motivation. Much of the content in this article
reflects our efforts with the Special Education and Reading Strands at the National Center on
Instruction, funded by the Office of Special Education Programs and the Office of Elementary
and Secondary Education. Two reports, both available at
http://www.centeroninstruction.org/,
have particular relevance—Interventions for Adolescent Struggling Readers: A Meta-Analysis
with Implications for Practice and Academic Literacy Instruction for Adolescents: A Guidance
Document from the Center on Instruction.

Rationale for Evidence-based Strategy:	Through the use of online curriculum coupled with individualized instruction, the TAS teachers and instructional aides will monitoring student progress and implement consistent, intensive, supportive reading interventions for all students.

Action Steps to Implement

1. enroll students in the appropriate APEX ELA core course and monitor progress daily.
2. Administer the Accuplacer ELA diagnostic assessment and differentiated path.
3. Train teachers and instructional aides on how to monitor student progress and provide supportive intervention.
4. Ensure student master schedules include application ELA and Intensive Reading (1000410) courses.
5. Design and implement a "crunch camp" at least 6 weeks prior to the date of the FSA ELA assessment using APEX tutorials and other supplemental test prep materials.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

NA

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.

The Taylor Accelerated School staff work to make each student see the value in obtaining an education and becoming a productive citizen through daily routines, citizenship activities, and community mentors.
1. Teachers communicate and network with student families on an ongoing basis.
2. TAS works with students to complete a student needs assessment to determine the best course for graduating and obtaining CTE certifications that will assist them in life.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.