

Escambia County School District

J. M. Tate Senior High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	23
Positive Culture & Environment	26
Budget to Support Goals	0

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: 7/21/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	23
Title I Requirements	0
Budget to Support Goals	0

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1771 TATE RD, Cantonment, FL 32533

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	28%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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.

Tate High School's mission is to create a safe and supportive environment where each student can achieve high levels of learning and become a productive citizen.

Provide the school's vision statement.

In order to create a safe and supportive environment where each student can achieve high levels of learning and become a productive citizen, we will:

- implement consistent rules, procedures, and consequences
- build rapport and lasting relationships with students
- implement a guaranteed and viable curriculum
- involve and communicate effectively with stakeholders
- provide an equitable learning experience for each student
- work in collaborative teams toward the same goal

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Touchstone, Laura	Principal	School Improvement Curriculum and Instruction Professional Development Budgeting/Finance Professional Learning Communities School Advisory Council Booster Clubs Athletics School Safety Faculty and Staff Evaluations and Assignments Personnel and Teacher Retention Instructional Leadership
Bedford, Laurie	Assistant Principal	School Improvement Plan Team Master Schedule Guidance Services Registration Placement Schedules Transfers Counseling Services Mental Health College Recruitment Military Recruitment Academics Promotion Scheduling Registration Advanced Placement Dual Enrollment Records Cumulative Graduation Transcripts Withdrawals Testing/Testing Calendar ACT SAT PSAT State Testing AP NCAA Clearinghouse and Others Report Cards Social Media/Website Media Inservice Points Report Cards Parent/Teacher Conferences School Accreditation/AdvancedEd

Name	Position Title	Job Duties and Responsibilities
		Satsy Report DMV reports (LB will train new Guidance Secretary)
McElhaney, Melanie	Assistant Principal	Facilities Grounds Athletic Parking Decals Facility Usage/Rental Custodians Keys Door codes Work Orders United Way's Day of Caring - Oct. 1 Security Cameras Capital Outlay Construction Projects Health and Safety Inspections Lockers Accident/Incident Reports HVAC Calendar FISH Report Inventory CTE/Business Certifications Teacher of the Month Child Study Team Navigator Athletics WeatherStem Clubs/Organizations/Extracurriculars Field Trips Master School Calendar RTI Attendance Child Study Navigator Room Assignments (with LB) Transportation District School Based Fuel Tickets Campus Resident Night School Tagged Assets/Equipment Disposal/Transfer Room Inventories Custodians

Name	Position Title	Job Duties and Responsibilities
Long, Deborah	Assistant Principal	Discipline (Deans/Behavior Coaches) Referrals Change of Placements ISS/ILR Court/Delinquency PBIS Detention Random Searches/Wanding Safe Schools Active Shooter/Emergency Plan School Drills/Evacuations Emergency Plan Volunteers/Mentors/Guest Speakers Drug Screenings Chromebooks Maintenance Distribution Textbooks Maintenance Ordering (work with LB) Distribution ESE IEPs 504 Plans Transitions LEA Gifted Plans Paraprofessional Scheduling Cram the Van/School Supply Drive Substitutes Bell Schedule Lunch Schedule By classroom Duty Schedule AM/PM/Lunch/Class Change ARC Document Shredding Clinic COVID Summer School Mental Health Lessons - Sch. & Training School Accreditation/AdvancedEd School Pictures Wellness Coordinator Fundraising/Vending
Harris, Tristan	Other	Assist Guidance Advise 11th and 12th Graders for Graduation Requirements At Risk 11th and 12th Grade students

Name	Position Title	Job Duties and Responsibilities
		Scholarship and College Application assistance NCAA Eligibility
Smyth-Chandler, Samantha	Teacher, K-12	Math Teacher National Honor Society Sponsor

Demographic Information

Principal start date

Wednesday 7/21/2021, 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.*

10

Total number of teacher positions allocated to the school

106

Total number of students enrolled at the school

2,101

Identify the number of instructional staff who left the school during the 2020-21 school year.

21

Identify the number of instructional staff who joined the school during the 2021-22 school year.

23

Demographic Data

Early Warning Systems

2021-22

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	614	557	488	442	2101
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	159	91	79	57	386
One or more suspensions	0	0	0	0	0	0	0	0	0	64	48	30	29	171
Course failure in ELA	0	0	0	0	0	0	0	0	0	108	101	76	74	359
Course failure in Math	0	0	0	0	0	0	0	0	0	124	119	91	101	435
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	156	136	92	40	424
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	131	15	8	1	155
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	104	71	66	64	305

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	104	71	66	64	305

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	69	46	17	6	138
Students retained two or more times	0	0	0	0	0	0	0	0	0	22	15	13	3	53

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - 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	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

2020-21 - 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	0	591	549	504	476	2120
Attendance below 90 percent	0	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	0	69	58	40	32	199
Course failure in ELA	0	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	0	39	113	68	50	270
Level 1 on 2019 statewide ELA assessment	0	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	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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	49%	56%	56%	52%	56%
ELA Learning Gains				46%	47%	51%	54%	51%	53%
ELA Lowest 25th Percentile				35%	33%	42%	46%	40%	44%
Math Achievement				52%	42%	51%	51%	44%	51%
Math Learning Gains				52%	48%	48%	56%	51%	48%
Math Lowest 25th Percentile				41%	41%	45%	50%	40%	45%
Science Achievement				76%	59%	68%	69%	60%	67%
Social Studies Achievement				69%	62%	73%	78%	69%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	51%	48%	3%	55%	-4%
Cohort Comparison						
10	2021					
	2019	57%	48%	9%	53%	4%
Cohort Comparison		-51%				

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
2021					
2019	75%	58%	17%	67%	8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	62%	7%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	52%	-17%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	47%	13%	57%	3%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Star 360- ELA

District Made Assessments - Math, Biology, US History

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	524 / 30%	496 / 25.6%	478 / 26.2%
	Economically Disadvantaged	291 / 25.1%	277 / 20.9%	259 / 21.2%
	Students With Disabilities	59 / 6.8%	60 / 8.3%	54 / 5.6%
	English Language Learners	2 / 0%	1 / 0%	2 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	148 / 29.1%	410 / 33.2%	200 / 7.5%
	Economically Disadvantaged	67 / 26.9%	213 / 23.9%	94 / 9.6%
	Students With Disabilities	5 / 20%	28 / 10.7%	11 / 18.2%
	English Language Learners	1 / 0%	2 / 50.0%	1 / 0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	144 / 81.3%	142 / 88.7%	133 / 74.4%
	Economically Disadvantaged	51 / 80.4%	51 / 86.3%	49 / 73.5%
	Students With Disabilities	1 / 100%	1 / 100%	1/100%
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	2 / 0%	2 / 0%	1 / 0%
	Economically Disadvantaged	2 / 0%	2 / 0%	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	427 / 29.5%	408 / 30.4%	422 / 28.0%
	Economically Disadvantaged	197 / 25.4%	181 / 25.4%	191 / 25.7%
	Students With Disabilities	38 / 10.5%	40 / 2.5%	37 / 5.4%
	English Language Learners	2 / 0 %	1 / 0%	1 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40 / 25.0%	183 / 15.8%	50 / 4.0%
	Economically Disadvantaged	18 / 33.3%	96 / 10.4%	20 / 5%
	Students With Disabilities	2 / 0%	36 / 5.6%	6 / 0%
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	222 / 47.7%	233 / 52.4%	203 / 44.3%
	Economically Disadvantaged	104 / 41.3%	115 / 51.3%	97 / 37.1%
	Students With Disabilities	24 / 41.7 %	22 / 40.9%	19 / 42.1%
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	29 / 37.9%	35 / 34.3%	25 / 40%
	Economically Disadvantaged	18 / 27.8%	21 / 33.3%	18 / 38.9%
	Students With Disabilities	6 / 50%	8 / 25%	7 / 42.9%
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	335 / 36.7%	258 / 49.2%	N/A
	Economically Disadvantaged	131 / 29.8%	94 / 41.5%	N/A
	Students With Disabilities	32 / 15.6%	26 / 30.8%	N/A
	English Language Learners	2 / 50%	2 / 0%	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	85 / 3.5%	148 / 12.2%	4 / 4.3%
	Economically Disadvantaged	38 / 2.6%	75 / 12%	43 / 7%
	Students With Disabilities	20 / 0%	29 / 6.9%	15 / 6.7%
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	63 / 17.5%	67 / 19.4%	50 / 20%
	Economically Disadvantaged	40 / 15%	7 / 17.1%	33 / 15.2%
	Students With Disabilities	14 / 14.3%	14 / 7.1%	10 / 10%
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	299 / 55.9%	330 / 37.6%	302 / 44.7%
	Economically Disadvantaged	124 / 50%	42 / 30.2%	128 / 42.2%
	Students With Disabilities	29 / 34.5%	34 / 17.6%	27 / 33.3%
	English Language Learners	2 / 100%	2 / 50%	2 / 100%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	214 / 57.9%	151 / 63.6 %	N/A
	Economically Disadvantaged	87 / 63.2%	61 / 60.7%	N/A
	Students With Disabilities	16 18.8%	7 / 42.9%	N / A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26 / 15.4%	32 / 15.6%	23 / 4.3%
	Economically Disadvantaged	14 / 7.1%	15 / 13.3%	12 / 8.3%
	Students With Disabilities	6 / 0%	7 / 0%	6 / 0%
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	5 / 60%	4 / 50%	6 / 50%
	Economically Disadvantaged	3 / 66.7%	2 / 50%	1 / 33.3%
	Students With Disabilities	1 / 0%	1 / 0%	1 / 0%
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	13 / 53.8%	12 / 66.7%	14 / 71.4%
	Economically Disadvantaged	6 / 50%	6 / 100%	8 / 75%
	Students With Disabilities	4 / 0%	4 / 75%	4 / 75%
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	25	39	38	32	38	30	55	46		84	28
ASN	71	60		58	50		94			100	70
BLK	31	37	32	17	28	32	46	44		85	32
HSP	44	43		37	25		65	59		86	44
MUL	48	36	33	35	28		92	83		94	71

2021 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 2019-20	C & C Accel 2019-20
WHT	57	49	38	48	34	29	81	75		91	65
FRL	44	43	38	36	28	27	74	65		84	57
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	537
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	72
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	58
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	57
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Low scores in Algebra 1
Students with Disabilities
ELA Lower Quartile and Learning Gains are stagnant

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math Learning Gains. (Algebra 1)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Student absences
Covid (Remote)
Higher number of students who are level 1 / level 2 are entering high school enrolling in Algebra 1

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Biology
Graduation Rate continues to improve
US History remains above state level scores

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students who struggle with mastery of science knowledge based on their final grade, are placed in a pre Biology course (Environmental Science) prior to taking Biology their junior year.
Faculty / staff adopted a "bubble" senior to promote Graduation Rate

What strategies will need to be implemented in order to accelerate learning?

Common planning for teachers (PLC)
Common formative assessments
Teacher are working in collaborative teams through Professional Learning Communities
Absence tracking policy
Two additional personnel, Academic Advisors, will focus on At Risk students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PLC Institute
Additional Planning Days for teachers per District
Collaborative Team Planning

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Academic Advisors tracking At Risk students
Navigator added as permanent personnel to provide outside services to students who are at risk

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our Lowest Quartile in the SWD subgroup dropped in Math Learning Gains and remained stagnant in ELA Learning Gains.
Measurable Outcome:	SWD Lowest Quartile will increase one percentage point in both Math and ELA.
Monitoring:	<p>Common Formative Assessments</p> <p>Teachers Working in Collaborative Teams with documentation / review of data</p> <p>Reteach curriculum not mastered</p> <p>Weekly one on one conference with student (Advisory Period)</p> <p>Beanstack minutes logged for independent reading (Advisory Period)</p> <p>Support Facilitators will develop ongoing monitoring progress template for specific students assigned to them in content area classes</p>
Person responsible for monitoring outcome:	Laurie Bedford (lbedford@ecsdfi.us)
Evidence-based Strategy:	<p>Common Planning for Teachers</p> <p>Teachers create common formative assessments to drive instruction</p> <p>Provide explicit vocabulary instruction</p> <p>Provide direct and explicit comprehension strategy instruction</p> <p>Provide opportunities for extended discussion of text meaning and interpretation</p> <p>Create opportunity to Increase time for independent reading (Advisory Period)</p> <p>One on one conferencing / on task monitoring by Support Facilitator</p>
Rationale for Evidence-based Strategy:	Professional Learning Communities for teachers will allow for sharing best practices, review and act on student data, and developing formative / summative assessments.
Action Steps to Implement	
<p>Common Planning- L Bedford: Master Schedule</p> <p>Teachers create common formative assessments to drive instruction- PLC Leaders</p> <p>Provide explicit vocabulary instruction- Classroom teachers</p> <p>Provide direct and explicit comprehension strategy instruction- Classroom teacher</p> <p>Provide opportunities for extended discussion of text meaning and interpretation- Classroom teacher</p> <p>Increase time for independent reading (Advisory)- L Bedford and Literacy Team</p> <p>One on One conferencing / on task monitoring - Advisory Teachers and Support Facilitators</p>	
Person Responsible	Laura Touchstone (ltouchstone@ecsdfi.us)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	To ensure that all students are provided with academic opportunities to become productive young adults and graduate from high school with their cohort
Measurable Outcome:	The Graduation Rate will increase this school year from 89.8% from to 91% .
Monitoring:	Advisory Period created PLCs established and implemented Academic Advisor position added to assist Senior Guidance Counselor Navigator is work with Senior Guidance Counselor regarding absences Faculty will "adopt a Senior" for those students at risk of not graduating based on credits/GPA
Person responsible for monitoring outcome:	Laura Touchstone (ltouchstone@ecsdfl.us)
Evidence-based Strategy:	Data (Grades) chats with students as to their on going monitoring progress Professional Learning Communities will create formative and summative assessments and review outcomes for data driven instruction / reteaching School wide independent reading implemented to increase comprehension and endurance
Rationale for Evidence-based Strategy:	Professional Learning Communities will allow teachers who teach the same content area a time to gather, collaborate, review data, and create assessments and lesson plans to drive instruction to all students.

Action Steps to Implement

Advisory Period- L Bedford: Master Schedule
PLCs: PLC leaders and L Touchstone
Schoolwide Independent reading- Advisory Teachers

Person Responsible Laura Touchstone (ltouchstone@ecsdfl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

At JM Tate High School, our biggest area of concern is Drug and Public Order Incidents (Vaping). Increase visibility of teachers/faculty in high reported areas on campus (bathrooms).

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.

After reevaluating our school's mission statement, entire faculty collaborated on a focus and developed a new mission statement for J M Tate High School.

Faculty members invested in student success through one on one conferencing during the newly created Advisory Period.

Student attendance is being encouraged schoolwide. Two created positions , Academic Advisors and Navigator, will monitor student absences on a weekly basis and track / conference with "at risk" students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers - daily positive interaction while building meaningful rapport with students through content area classes and the new Advisory Period

Administrators - joining Professional Learning Communities throughout the content area departments.

Students- actively participating in Independent Reading minutes implemented into their daily schedule.

Parents- invited to parent nights hosted by Guidance Counselors, NCAA Night , booster clubs , student performances

Community Leaders- partners in Education by celebrating student success such as "Readers of the Month"