J. M. Tate Senior High School

2022-23 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: 7/1/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2021-22 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	2021-22: B (57%) 2018-19: B (57%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.](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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	45%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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 consistant 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Touchstone, Laura	Principal	School Improvement Curriculum and Instruction Professional Development Budgeting/Finance Professional Learning Community School Advisory Council Booster Clubs Athletics School Safety Faculty and Staff Evaluations and Assignments Personnel and Teacher Retention Instructional Leadership Master Schedule Guidance Services * Registration * Placement * Schedules * Transfers * Counseling Services * College Recruitment * Military Recruitment Academics * Promotion * Scheduling * Registration * Advanced Placemen
Long, Deborah	Assistant Principal	Academics: * Virtual School * Dual Enrollment * Graduation Active Shooter/Emergency Plan/Crisis Team ARC Document Shredding Bell Schedule Chromebooks * Maintenance * Distribution Clinic * COVID * Medication DIstribution Cram the Van/School Supply Drive Discipline (Deans/Behavior Coaches) * Referrals * Change of Placements * ISS/ILR * Court/Delinquency * PBIS * Detention

Name	Position Title	Job Duties and Responsibilities
		DMV Reports Drug Screenings Duty Schedule * AM/PM/Lunch/Class Change ESE * IEPs * 504 Plans * Transitions * LEA * Gifted Plans Free and Reduced Meals School Contact Fundraising/Vending Grades * Grade Change Requests * Grades entered accurately and in a timely manner * Grade Posting * Report Cards Inservice Points Lunch Schedule * By classroom Mental Health Lessons - Sch. & Training Paraprofessional Scheduling Parent /Teacher Conferences Random Searches/Wanding Safe Schools Satsy Report School Accreditation/AdvancedEd School Drills/Evacuations * Emergency Plan School Programs/Awards * Grade Level Awards * Others Substitutes Summer School Textbooks * Maintenance * Ordering * Distribution Threat Assessment Team Volunteers/Mentors/Guest Speakers Wellness Coordinator
McElhaney, Melanie	Assistant Principal	Athletics * Coaches * WeatherStem Attendance * Child Study * Navigator

Name	Position Title	Job Duties and Responsibilities
		Campus Resident
		Canvas
		Child Study Team
		Clubs/Organizations/Extracurriculars
		* Field Trips
		Crisis Team
		CTE/Business
		* Certifications
		Custodians
		* Supervise
		* Hire
		DoDEA Grant
		Facilities
		* Grounds
		* Athletic
		* Parking
		- Decals
		- Senior Painting Spaces
		* 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
		Grades
		* Grade Change Requests
		Graduation
		* Ceremony Logistics
		Literacy Leadership Team
		Master School Calendar
		Navigator
		NCAA Clearinghouse and Others
		Night School
		Records
		* Cumulative
		* Graduation
		* Transcripts
		* Withdrawals
		Room Assignments
		* School Map

Name	Position Title	Job Duties and Responsibilities
		* Master Schedule RTI School Accreditation/AdvancedEd School Improvement Plan Team School Pictures School Programs/Awards * Open House * Orientation * Grade Level Awards * Others Tagged Assets/Equipment Disposal/Transfer * Room Inventories Teacher of the Month Testing/Testing Calendar * ACT * SAT * PSAT * State Testing * AP Transportation * District * School Based * Fuel Tickets
Maum, Kristin	Instructional Coach	Provide instructional support to faculty and staff
Price, Stephanie	Teacher, K-12	Science Teacher
Bishop, Billy	Other	Testing Coordinator that oversees student testing for End of Course Exams, Advanced Placement Exams, Progress Monitoring tests, ACT, SAT, and PSAT.

Demographic Information

Principal start date
Thursday 7/1/2021, Laura Touchstone A

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*
4

Total number of teacher positions allocated to the school

123

Total number of students enrolled at the school

2,135

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

28

Identify the number of instructional staff who joined the school during the 2022-23 school year.

28

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	605	550	521	447	2123
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	165	110	89	97	461
One or more suspensions	0	0	0	0	0	0	0	0	0	109	58	47	32	246
Course failure in ELA	0	0	0	0	0	0	0	0	0	45	90	50	48	233
Course failure in Math	0	0	0	0	0	0	0	0	0	78	74	44	55	251
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	172	133	143	59	507
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	151	0	0	0	151
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	85	94	88	0	267
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	173	135	103	79	490

Using current year data, complete the table below with the number of students identified as being "retained.":

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	26	15	5	4	50
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	17	7	4	45

Date this data was collected or last updated

Tuesday 9/27/2022

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	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

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	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
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Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	104	71	66	64	305

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	42%	51%				55%	49%	56%
ELA Learning Gains	41%						46%	47%	51%
ELA Lowest 25th Percentile	26%						35%	33%	42%
Math Achievement	47%	33%	38%				52%	42%	51%
Math Learning Gains	56%						52%	48%	48%
Math Lowest 25th Percentile	52%						41%	41%	45%
Science Achievement	67%	33%	40%				76%	59%	68%
Social Studies Achievement	71%	47%	48%				69%	62%	73%

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

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
2022					
2019	75%	58%	17%	67%	8%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	62%	7%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	52%	-17%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	47%	13%	57%	3%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	29	16	26	46	41	42	49		74	44
ASN	47	53		30				75		90	
BLK	27	37	27	27	46	37	46	50		93	40
HSP	44	38	31	38	44		45	54		88	64
MUL	34	40	19	45	56		59	81		85	91
WHT	48	42	25	52	59	59	73	76		89	80
FRL	33	36	23	40	52	47	61	71		83	68

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	569

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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 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	59
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	43
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	50
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	60
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, 9th and 10th grade ELA scores decreased. SWD federal index (ESSA)decreased 43% to 39%. Percentage rate of students passing AP exams increased; however, enrollment in AP courses decreased. College and Career (Acceleration) increased. LQ in Math made learning gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

9th and 10th grade ELA PM1 Assessment Data indicates that ESSA subgroups SWD and ELL show the greatest need for improvement.
SWD ESSA federal index

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

85 9th grade students and 94 10th grade students have a substantial reading deficientcy.
172 9th graders and 133 10th grade students scored a level 1 on the 2022 statewide FSA ELA.
Student absences

Scheduled students into intensive reading classes on opposite day of ELA class.
Ongoing Professional Development

Instructional Coach
Common Planning for PLT
Common Formative Assessments

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Algebra 1 proficiency increased from 22% to 32%.
College and Career Readiness went up 61% to 75%

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

PLTs working together to review essential standards, and developing common formative assessments.
Progress monitoring of students.

Ongoing Professional Development
Instructional Coach
Common Planning for PLT
Common Formative Assessments

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

Ongoing Professional Development
Instructional Coach
Common Planning for PLT
Common Formative Assessments
Academic Advisors
Tutoring

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.

PLT Training
Capturing Kids' Hearts
Schoolwide Professional Development provided by Instructional Coach

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

PLTs
Administrator and Support Walkthroughs and Observations

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data shows that the school is below the 41% threshold
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase SWD subgroup to 41% or higher
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST Progress Monitoring data will be used to identify which SWB need additional interventions in both ELA courses and Reading courses. Interventions will be provided by classroom teachers and instructional coach; additionally, interventions will be monitored by administrative walk-throughs.
Person responsible for monitoring outcome:	Laura Touchstone (ltouchstone@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Literacy and Fluency Strategies provided by instructional coach.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The school-level literacy leadership team selected research-based strategies to support student growth specifically in ELA areas of need.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify the SWD in need of additional intervention.

Person Responsible	Kristin Maum (kmaum@ecsdfl.us)

Plan interventions with ELA 9th and 10th grade PLTs and ESE PLT.

Person Responsible	Laura Touchstone (ltouchstone@ecsdfl.us)

Facilitate interventions, give common formative assessments, analyze results from assessments, modify interventions as needed based on results.

Person Responsible	Kristin Maum (kmaum@ecsdfl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA proficiency decreased from 51% to 44% (a loss of 7 percentage points).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA proficiency will increase to 57% (9th and 10th grade)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST Progress Monitoring data will be used by grade-level PLTs to identify which students need additional interventions in ELA based on essential standards. Interventions will be provided by classroom teachers and instructional coach; additionally, interventions will be monitored by administrative walk-throughs.
Person responsible for monitoring outcome:	Laura Touchstone (ltouchstone@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Team on-going professional development provided by instructional coach to identify essential standards, develop common formative assessments, and support data analysis and interventions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Providing instructional support on teacher collaboration is proven to support student learning and teacher growth. It facilitates the sharing of best practices, identification of essential standards, and analysis of student strengths and weaknesses for the purpose of improving student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Analyzing data for needs assessment

Person Responsible	Laura Touchstone (ltouchstone@ecsdfl.us)

Creation of PLTs and Master Schedule to support common planning

Person Responsible	Melanie McElhaney (mmcelhaney@ecsdfl.us)

Professional Development on the PLC process

Person Responsible	Kristin Maum (kmaum@ecsdfl.us)

Weekly collaborative planning

Person Responsible	Laura Touchstone (ltouchstone@ecsdfl.us)

Analysis and evaluation of common formative assessment data

Person Responsible	Kristin Maum (kmaum@ecsdfl.us)

Monitoring PLT cycle process

Person Responsible	Kristin Maum (kmaum@ecsdfl.us)

Analysis and Evaluation of Progress Monitoring data (and interventions based on data)

Person Responsible	Laura Touchstone (ltouchstone@ecsdfl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Capturing Kids Hearts
Social Contracts
Teacher of the Month
Student of the Month
"Good Things"
Guiding Coalition
Running of the Roses
School-wide celebrations
Open House
Parent Nights
NCAA Nights

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

All Tate Faculty, Staff, and Administration
Outside Support Organizations
School Advisory Council
Partners in Education
Alumni
District Support