

Polk County Public Schools

Polk County Sheriff's Central Center



2021-22 Schoolwide Improvement Plan

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Polk County Sheriff's Central Center

2390 BOB PHILLIPS RD, Bartow, FL 33830

<http://www.polk-fl.net/djjep/southcounty.htm>

Demographics

Principal: Ricky Wiggs

Start Date for this Principal: 5/4/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://www.polk-fl.net/djjep/southcounty.htm>

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 7-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	76%

School Grades History

Year
Grade

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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.

Our mission is to move students closer to graduation during their stay in the facility. We will also graduate those that meet the requirements for graduation.

Provide the school's vision statement.

Our vision in the alternative education setting is to engage students with positive educational experiences. We will provide classrooms that support self-improvement, self-awareness, and personal academic success. We want better outcomes, for the students at PCSO Central Center and provide the skills that will support the students beyond the 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	Position Title	Job Duties and Responsibilities
Butler, Michael	Assistant Principal	School operations, staffing, curriculum, liaison with Polk County Sheriff's Office leadership and other governmental agencies.

Demographic Information

Principal start date

Monday 5/4/2015, Ricky Wiggs

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

3

Total number of students enrolled at the school

44

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

2

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

2

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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/15/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	1	7	3	7	16	12	46	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	0	0	0	0	2	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	0	0	0	0	2	

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	5	1	0	1	2	9

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	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	1	2	

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					47%	56%		46%	56%
ELA Learning Gains					46%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		39%	44%
Math Achievement					43%	51%		44%	51%
Math Learning Gains					45%	48%		42%	48%
Math Lowest 25th Percentile					44%	45%		38%	45%
Science Achievement					58%	68%		65%	67%
Social Studies Achievement					61%	73%		63%	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
07	2021					
	2019	0%	42%	-42%	52%	-52%
Cohort Comparison						
08	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	45%	-45%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	42%	-42%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	0%	39%	-39%	54%	-54%
Cohort Comparison						
08	2021					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Currently there is no progress monitoring, however we are adding STAR as our progress monitoring platform.

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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
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

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

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	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

Most students entering Central Center, arrive with deficiencies in reading and math. Poor attendance and gaps in learning create difficulties for these types of students. Most students have been in and out of detention and many don't return to school creating significant learning loss.

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

The ELA component is the greatest need. Six of 44 students (14%) are at a level one in 2019. Improving the reading abilities of these students will improve their performance in the classroom.

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

Students entering the judicial system arrive with different levels of performance. Lack of consistent attendance and learning gaps contribute to poor assessment outcomes. One major new action, is the addition of STAR testing to improve progress monitoring.

Actions steps include the following:

1. Initial assessment to correctly identify problem areas for the student

2. Customized learning plan to help the student recover quickly
3. Additional progress monitoring

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

Math showed the most improvement. Only two eighth graders scored a Level 1 on 2019 FSA.

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

During the intensive math classes the teacher focused on math basic skills. The teacher continued to address these basic skills throughout the course. This focused approach helped the majority of students improve their online math scores along with FSA testing.

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

We have added an additional higher math teacher to improve students skills in the 3rd and 4th year math classes and to help remediate students through intensive math. Another strategy is the assignment of middle school math students to one teacher, and the high school students to the other math teacher.

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.

School will provide reading competencies for the few remaining non-reading endorsed teachers, training in engagement strategies for students in DJJ programs, and de-escalation verbal skills to better address at risk students. Mental health First Aid will also be provided for new teachers at the school.

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

Additional services will include mental health monitoring, job services support upon exit, job skills and employment training.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Common Assessment Data Quality

Area of Focus	During reflection of data collected from the annual survey, it was apparent that additional diagnostic assessments were needed to better serve our students. The need for more in student data was the rationale for this focus area.
Description and Rationale:	
Measurable Outcome:	100 % of the students will receive at least 2 test sessions of STAR testing unless that student is transferred on committed to another program.
Monitoring:	The testing coordinator will ensure all students are scheduled and tested during the STAR assessments. Test results will be reviewed with teachers and students.
Person responsible for monitoring outcome:	Michael Butler (michael.butler@polk-fl.net)
Evidence-based Strategy:	Research shows that when teachers use systematic progress monitoring to track their students progress in reading, and mathematics, they have a clearer picture of their teaching practice. Teachers can identify gaps and weaknesses in students' skills. Instruction can also be adjusted to address the needs of the students.
Rationale for Evidence-based Strategy:	Progress monitoring is used to assess student progress or performance in those areas in which they were identified as being at-risk for failure in reading and math. It also helps to determine if students are benefitting appropriately from the instructional program. Progress monitoring helps to identify students who are not making adequate progress, and helps to guide the development of effective interventions, and adjustments in instruction.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. Implement STAR and make sure all students are captured during at least 2 testing windows. 2. Review all STAR test data with teachers, and students. 3. Adjust instruction as needed. 	
Person Responsible	Michael Butler (michael.butler@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	During the COVID our positive behavior plan was extremely restricted. The classes being conducted remotely eliminate most of the in-person interactions. The positive behavior plan relies heavily on positive interactions between teachers and students.
Measurable Outcome:	We want 100% of our students to be participating successfully in PBIS program as we return to in-person learning.
Monitoring:	We will monitor our positive behavior supports through visual activities, participation sheets, and performance of students. These supports will be monitored by teachers and supported by administration.
Person responsible for monitoring outcome:	Michael Butler (michael.butler@polk-fl.net)
Evidence-based Strategy:	The evidenced based strategy of Positive Behavior Supports is a researched based strategy that improves the behavior of students.
Rationale for Evidence-based Strategy:	Positive interactions improves the quality of life for students. This approach also helps students to understand that success leads to a positive experience. Resources needed for these activities include local facility support, local business support, and additional funding beyond the school budget.

Action Steps to Implement

1. Implement a system that recognizes student achievements.
2. Create a constant visual reminder of student success.
3. Conduct recognition programs with all students to observe successful activities.

Person Responsible Michael Butler (michael.butler@polk-fl.net)

#3. DJJ Components specifically relating to ELA

Area of Focus Description and Rationale:	The number of students that were level 1 in 2019 created a clear picture that an improved and updated approach to reading was need in the Central Jail.
Measurable Outcome:	In 2019 6 of our 44 students were Level 1. In order to impact this we must improve our approach to progress monitoring by determining student needs and implementing the proper supports for every student. The measure will be improvement in progress monitoring results.
Monitoring:	During each of the 3 scheduled assessments, students will be evaluated for progress from the previous assessment. An algorithm will be developed to address each student needs in terms of reading supports, teachers, and classes.
Person responsible for monitoring outcome:	Michael Butler (michael.butler@polk-fl.net)
Evidence-based Strategy:	The goal of progress monitoring is to increase student achievement and growth by making informed educational decisions regarding individual students and applying those decision to help student learn faster and achieve more.
Rationale for Evidence-based Strategy:	The number of students with a FSA Level 1 clearly demonstrates our need to address this in our student's performance plans.

Action Steps to Implement

1. Use STAR data to assess reading level and weaknesses
2. Assign student to a Reading intervention program
3. Review results and continue adjust instruction until grade level is met.

Person Responsible [no one identified]

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.

School not listed

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.

In order to improve on our positive culture, we must continue to build positive relationships with students. Students must see our unified sense of purpose to educate them. We accent the positive, correct the negative by being clear and consistent. We must develop a shared vision with students about their education and chances of success. The teachers should practice being positive role models with positive tone, flection, and speech. Students must know through our actions that we are here to support them in their educational success. Expect students to be apprehensive to a sudden change in attitude, but through well thought out plans and consistency student will know what we are about.

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

1. Administrators must find ways to support the positive behavior plan through collaboration and determining what can be provided as incentives for students.
2. Teacher must develop clear and concise expectations and consequences for good behaviors and ways to extinguish bad behaviors.
3. Students should be asked and expected to perform positive behaviors whenever possible.
4. Staff must also be included in the shared sense of purpose.
5. Parents should be involved whenever possible.
6. Community stakeholders need to understand the role they play in supporting the students in these programs by interacting in the program.

Part V: Budget

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

1	III.A.	Areas of Focus: DJJ Components: Common Assessment Data Quality	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: DJJ Components: ELA	\$0.00
Total:			\$0.00