

Broward County Public Schools

J. P. Taravella High School



2021-22 Schoolwide Improvement Plan

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J. P. Taravella High School

10600 RIVERSIDE DR, Coral Springs, FL 33071

[no web address on file]

Demographics

Principal: Marietta De Armas

Start Date for this Principal: 10/13/2021

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)	69%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Broward 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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J. P. Taravella High School

10600 RIVERSIDE DR, Coral Springs, FL 33071

[no web address on file]

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	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

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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.

Building relationships to make lasting impressions while motivating, educating, and graduating our students.

Provide the school's vision statement.

To prepare students to be college and career ready.

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
De Armas, Marietta	Principal	<p>The goal of my position as principal is to provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. My leadership role can be categorized as: Instructional Leadership, Organizational Leadership, and ensuring Professional and Ethical Leadership.</p> <p>As the principal I am responsible for knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. I consistently check for current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Crossman, Christopher	Assistant Principal	Monitor, supervise and mentor teachers in the Mathematics, ESE, Guidance, and testing department. Coordinate SAC/SIP. Supervise RTI/MTSS

Demographic Information

Principal start date

Wednesday 10/13/2021, Marietta De Armas

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

126

Total number of students enrolled at the school

2,709

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

13

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

16

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	705	710	691	733	2839	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	126	113	113	115	467	
One or more suspensions	0	0	0	0	0	0	0	0	0	21	11	9	1	42	
Course failure in ELA	0	0	0	0	0	0	0	0	0	338	233	179	101	851	
Course failure in Math	0	0	0	0	0	0	0	0	0	191	146	132	106	575	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	165	113	132	120	530	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	168	106	75	161	510	
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	292	210	179	174	855

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	11	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	3	5	10	24

Date this data was collected or last updated

Friday 10/8/2021

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	669	702	695	740	2806
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	74	76	80	316
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	212	140	108	154	614
Course failure in Math	0	0	0	0	0	0	0	0	0	184	181	198	154	717
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	164	111	139	6	420
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	162	86	0	0	248

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	1	2	7	0	10

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	6	3	3	12	24

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	669	702	695	740	2806
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	74	76	80	316
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	212	140	108	154	614
Course failure in Math	0	0	0	0	0	0	0	0	0	184	181	198	154	717
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	164	111	139	6	420
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	162	86	0	0	248

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	1	2	7	0	10

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	6	3	3	12	24

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%	57%	56%	52%	58%	56%
ELA Learning Gains				44%	52%	51%	49%	54%	53%
ELA Lowest 25th Percentile				37%	45%	42%	42%	47%	44%
Math Achievement				43%	51%	51%	37%	49%	51%
Math Learning Gains				42%	44%	48%	36%	45%	48%
Math Lowest 25th Percentile				36%	43%	45%	36%	46%	45%
Science Achievement				66%	66%	68%	59%	64%	67%
Social Studies Achievement				76%	71%	73%	74%	70%	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	47%	57%	-10%	55%	-8%
Cohort Comparison						
10	2021					
	2019	46%	53%	-7%	53%	-7%
Cohort Comparison		-47%				

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	65%	67%	-2%	67%	-2%
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	74%	67%	7%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	61%	-22%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	56%	-10%	57%	-11%

Grade Level Data Review - Progress Monitoring Assessments

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

Broward Schools- School grades and insight

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			38
	Economically Disadvantaged			35
	Students With Disabilities			15
	English Language Learners			6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			26
	Economically Disadvantaged			20
	Students With Disabilities			16
	English Language Learners			18
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			87
	Economically Disadvantaged			80
	Students With Disabilities			70
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			51
	Economically Disadvantaged			48
	Students With Disabilities			10
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			15
	Economically Disadvantaged			14
	Students With Disabilities			9
	English Language Learners			33
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			61
	Economically Disadvantaged			66
	Students With Disabilities			27
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			67
	Economically Disadvantaged			62
	Students With Disabilities			50
	English Language Learners			n/a

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			7
	Economically Disadvantaged			7
	Students With Disabilities			10
	English Language Learners			8
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			23
	Economically Disadvantaged			20
	Students With Disabilities			14
	English Language Learners			4
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			58
	Economically Disadvantaged			46
	Students With Disabilities			33
	English Language Learners			13

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			n/a
	Economically Disadvantaged			n/a
	Students With Disabilities			n/a
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			n/a
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			0
	Economically Disadvantaged			0
	Students With Disabilities			n/a
	English Language Learners			n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			43
	Economically Disadvantaged			100
	Students With Disabilities			n/a
	English Language Learners			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	13	29	35	13	20	21	25	34		95	24
ELL	20	43	49	19	22	28	26	28		88	59
ASN	60	58		29	26		59	86		97	74
BLK	39	40	38	13	18	23	51	48		96	42
HSP	44	40	34	20	18	23	57	57		91	53

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
MUL	43	27		21	13		60	73		100	69
WHT	56	46	48	29	18	21	59	68		96	66
FRL	41	39	37	15	17	25	51	47		94	46
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	18	33	33	24	35	30	42	46		87	25
ELL	31	44	40	37	50	49	56	56		69	48
ASN	54	49		55	48		75	91		92	83
BLK	38	43	38	35	35	31	54	70		91	38
HSP	48	42	32	42	47	41	67	72		89	55
MUL	61	54	43	48	44		75	86		96	36
WHT	57	46	38	56	45	32	78	83		94	56
FRL	40	42	36	39	43	39	60	72		90	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	24	36	38	15	25	28	44	52		72	32
ELL	22	34	31	28	36	40	28	64		83	51
ASN	64	57		56	35		76	80		95	56
BLK	42	47	46	24	32	36	47	69		91	29
HSP	52	46	36	39	39	40	58	75		90	53
MUL	72	63		52	39		76	64		90	42
WHT	63	51	41	49	37	34	70	82		92	56
FRL	47	46	42	32	33	35	53	72		89	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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	497
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	61
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
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	51
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	51
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	42
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?

In core content areas the 12th grade students across all subgroups including grade level performance is the lowest.

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

Our students with disabilities have the greatest need for improvement.

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

The ESE support team needs to be more actively involved in pushing in and pushing out for SWD. There will be a revision in the support that will be provided by the ESE support team to push in and pull out for 2nd, 3rd, and 4th quarter of 2021-2022 school year.

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

The 9th grade Biology students across all subgroups showed the most improved.

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

Students that are in Biology in 9th grade have a strong foundation in science from their middle school. The school created an opportunity for 9th grade students to take the Biology course.

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

Students will receive academic support after school and on Saturdays in all content areas by highly qualified and suitable instructional staff. They will be carefully selected to support these students. Common assessments will be put in place to monitor their performance and drive curriculum development and instruction.

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.

The Innovating Learning Department will come to school to enrich teachers in the areas of mastery connect, discovery education, collaborative projects, and interactive canvas assignments.

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

Continue professional training and support for the instructional staff.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

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.

Our school's primary area of concern is theft and our secondary area is fighting. We will provide guidance to students via the positive school behavior plan. The school year begins with a grade level discipline assembly, RTI meetings bi-weekly, a social worker with support services, a school psychologist, family counselor, and four school counselors to help provide students with assistance. For major incidents we have a SRO and Guardian on staff.

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.

The Positive Behavior team created a list of characteristics that the students should embody; responsibility, respect, safety, and excellence. Each of the characteristics has an expectation tied to it that the students are encouraged by each of teachers and other staff members at the school. When a student is repeatedly meeting the expectations, they are acknowledge at the end of each semester.

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

Michael Warkentien-Administrator
Robin Jacobson-Clerical
Brent Maffett-BTU Representative
Andrew Reger-Teacher
Vinnie Blye-SPBP Point of Contact
George Horton-Campus Security Manager
Karen Reback-Parent/Community Representative
Jennifer Letizia-Equity Liaison

Part V: Budget

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

Total:	\$0.00
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