Blanche Ely High School

leadership

analysis

Florida

college and career

students

ambitious

mission

school improvement

family and community involvement

striving

achievement

teaching

relationships

success

areas of focus

resources

instruction

needs assessment

strategic planning

collaboration

vision

learning

supportive environment

growth

2021-22 Schoolwide Improvement Plan

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Blanche Ely High School

1201 NW 6TH AVE, Pompano Beach, FL 33060

[no web address on file]

Demographics

Principal: Tavures Williams

Start Date for this Principal: 8/20/2006

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)	100%
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* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (46%) 2016-17: C (45%)
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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Blanche Ely High School

1201 NW 6TH AVE, Pompano Beach, FL 33060

[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	71%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of BEHS is to provide opportunities that will meet the educational needs of all its students in a safe learning environment. BEHS embodies its purpose through its program offerings. We offer Advanced Placement (AP) college-level and honors-level courses that challenge students to prepare for life after high school. BEHS is also the home to the National Academy Foundation (NAF) program that graduates students with Career and Adult Professional Education (CAPE) industry certification in information technology, nursing medical sciences, hospitality and tourism, and finance. These programs incorporate project-based learning, paid internships, and entrepreneurship. Also, BEHS offers Magnet programs in Medical Sciences and STEM/Science Engineering, providing real-life experience and certification to high school students. At BEHS, we are committed to educating the whole individual through various academic means to include: Hospitality, Culinary, Nursing, Engineering, Aviation, Emergency Medical Response (EMR), Computer Programing, and other traditional core subjects. BEHS also offers extracurricular activities encompassing Band and Athletic programs. Our school's Marching Band and Basketball programs are among the best in the district and state, having won numerous 1st place awards over the past years. Our school's Culinary, Medical (Nursing, Emergency Medical Response (EMR)], Engineering, Hospitality, and Computer Programing programs are expanding each year, providing alternate career paths for many of our students. Additionally, our school offers a JROTC program that builds character while promoting discipline and pride in our youth.

Provide the school's vision statement.

Blanche Ely High School (BEHS) 's vision is to provide opportunities for students to be College Career Ready to discover their interests and be equipped for life-long learning and innovative thinkers.

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
Smith Clark, Rocie	Assistant Principal	The administrator's role is to lead the development of a school improvement plan that addresses student achievement needs, to monitor the implementation of the plan, and revise it when appropriate.

Demographic Information

Principal start date
Sunday 8/20/2006, Tavures Williams

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.*
8

Total number of teacher positions allocated to the school
97

Total number of students enrolled at the school
1,991

Identify the number of instructional staff who left the school during the 2020-21 school year.
20

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

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	532	517	477	465	1991
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	141	116	109	110	476
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	0	2	8
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	232	254	225	197	908
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	532	517	477	197	1723
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	336	254	219	195	1004

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	344	294	238	193	1069

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

Monday 9/13/2021

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	559	543	495	430	2027
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	204	170	117	93	584
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	3	49	28	2	82
Course failure in Math	0	0	0	0	0	0	0	0	0	115	387	38	7	547
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	235	189	184	4	612
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	253	206	0	0	459

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	1	20	0	21

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	1	3	5	3	12

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	559	543	495	430	2027
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	204	170	117	93	584
One or more suspensions	0	0	0	0	0	0	0	0	0	1	2	0	1	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	49	28	2	82
Course failure in Math	0	0	0	0	0	0	0	0	0	115	387	38	7	547
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	235	189	184	4	612
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	253	206	0	0	459

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	1	20	0	21

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	1	3	5	3	12

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				37%	57%	56%	38%	58%	56%
ELA Learning Gains				42%	52%	51%	46%	54%	53%
ELA Lowest 25th Percentile				34%	45%	42%	40%	47%	44%
Math Achievement				18%	51%	51%	22%	49%	51%
Math Learning Gains				24%	44%	48%	29%	45%	48%
Math Lowest 25th Percentile				33%	43%	45%	38%	46%	45%
Science Achievement				44%	66%	68%	45%	64%	67%
Social Studies Achievement				52%	71%	73%	40%	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	32%	57%	-25%	55%	-23%
Cohort Comparison						
10	2021					
	2019	36%	53%	-17%	53%	-17%
Cohort Comparison		-32%				

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	42%	67%	-25%	67%	-25%
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	50%	67%	-17%	70%	-20%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	16%	61%	-45%	61%	-45%
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	19%	56%	-37%	57%	-38%

Grade Level Data Review - Progress Monitoring Assessments

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

The grade-level data is retrieved from the district's SharePoint portal. The data is disaggregated by grade level and by subgroups of students. Module-based assessments are administered and monitored using Mastery Connect. Students not making progress are referred to RtI.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			114
	Economically Disadvantaged			91/22%
	Students With Disabilities			3/1%
	English Language Learners			0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			366
	Economically Disadvantaged			47/13%
	Students With Disabilities			2/1%
	English Language Learners			13/4%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			134
	Economically Disadvantaged			55/41%
	Students With Disabilities			3/2%
	English Language Learners			0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			N/A
	Economically Disadvantaged			N/A
	Students With Disabilities			N/A
	English Language Learners			N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			387
	Economically Disadvantaged			90/23%
	Students With Disabilities			1/0%
	English Language Learners			0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			265
	Economically Disadvantaged			11/4%
	Students With Disabilities			0%
	English Language Learners			0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			173
	Economically Disadvantaged			15/9%
	Students With Disabilities			2/1%
	English Language Learners			3/2%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			61
	Economically Disadvantaged			51/63%
	Students With Disabilities			0/0%
	English Language Learners			0/0%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			364
	Economically Disadvantaged			101/28%
	Students With Disabilities			0/0%
	English Language Learners			0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			180
	Economically Disadvantaged			1/1%
	Students With Disabilities			0/0%
	English Language Learners			1/1%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			6
	Economically Disadvantaged			3/6%
	Students With Disabilities			0/0%
	English Language Learners			0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			267
	Economically Disadvantaged			49/18%
	Students With Disabilities			4/1%
	English Language Learners			7/3%

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students			N/A	
	Economically Disadvantaged			N/A	
	Students With Disabilities			N/A	
	English Language Learners			N/A	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students			N/A	
	Economically Disadvantaged			N/A	
	Students With Disabilities			N/A	
	English Language Learners			N/A	
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students			N/A	
	Economically Disadvantaged			N/A	
	Students With Disabilities			N/A	
	English Language Learners			N/A	
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students			N/A	
	Economically Disadvantaged			N/A	
	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	12	22	21	12	29	53	15	29		88	34
ELL	12	30	34	2	16	32	15	24		81	40
BLK	32	34	24	7	15	34	32	39		96	70
HSP	19	31	35	4	12	30	20	33		74	83
MUL										100	73

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	29	50		22	21		40	28			
FRL	29	33	28	7	14	32	28	38		94	72
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	13	26	26	15	29	29	29	26		91	31
ELL	14	33	36	15	34	35	26	28		83	42
BLK	39	44	38	18	23	31	44	52		95	69
HSP	25	33	29	18	24	30	45	46		84	71
WHT	33	41	33	25	46		38			92	67
FRL	35	41	35	17	24	34	44	50		94	68
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	16	35	33	15	31	38	21	24		64	48
ELL	13	39	34	19	49	69	35	7		81	50
BLK	40	48	40	22	28	38	44	40		94	68
HSP	23	41	38	19	30	24	51	38		72	69
MUL	38	31									
WHT	38	47	30	38				20			
FRL	38	46	40	22	28	36	46	39		91	68

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	11
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32

Students With Disabilities	
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	30
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	87
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The students in the free-reduced categories are excelling slightly by grade level (11th) in math as compared to other grade levels and subgroups.

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

The SWD & ELL students demonstrated the greatest needs in Math & ELA.

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 are not responding to the available resources provided to them by their teacher. In 2019, our school site had a major issue with attendance. Our attendance committee meets regularly to monitor the attendance issues and discuss effective strategies to improve student engagement.

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

The FAIR assessment for AP1, AP2, & AP3 data from 2019 showed a slight increase in vocabulary and probability for success in proficiency for ELL students.

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

The contributing factor is that our school site was a polite school for Burlington English. The program focused heavily on Language acquisition in four skill areas: listening, speaking, reading and writing.

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

Students will be monitored through Rti and engage in afterschool tutorial programs.

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.

Ongoing professional development will be curriculum-driven to support and assist ELL students in and out of the classroom. Teachers will develop conceptual, analytic, and language practices in deep and accelerated ways. Teachers will also use research-based tools and processes to design high-challenge, high-support instruction incorporating well-scaffolded lessons that provide multiple entry points for the diversity of English language learners.

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

The school will work collaboratively with other schools to determine what resources they are using to support academic achievement among ELL students.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the 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 reported 3.5 incidents per 100 students. This rate is greater than the statewide high school rate of 3.3 incidents per 100 students. In 2019, 141 suspensions were reported. Students with critical incidents are placed on a monitoring plan done by administrators. LEAPS lessons are used to orient students on positive behavioral strategies needed to minimize school suspensions. Students are recommended to RTI to monitor their behaviors.

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.

Our school site does the following to create a meaningful positive culture and environment:
1. Use meaningful strategies to involve parents.
2. Celebrate achievement and good behavior.
3. Create positive tasks for students to reinforce great behaviors.
4. Use of school norms that build values
5. Being consistent when disciplining students.
6. Immediate support for teachers when discipline is demonstrated in the classroom.
7. Model expected behaviors you would like to see in the school.
8. Creating traditions that are fun for students and teachers.
9. Innovative classroom and instructions.
10. PDs for teachers.
11. Ensuring the physical environment is safe for all
12. Enforcing "See Something, Say Something"

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

Teachers, students, staff, and the community at large plays a vital part in promoting a positive culture and environment. All stakeholders play a role when our school site celebrates events on our campus. Most recently, the school had a ribbon-cutting ceremony for the Outdoor Dining where all stakeholders participated in a historical event, community members donate water bowls and PPE equipment for the athletic department. The teachers and administrators work closely together to meet the academic, social, and emotional needs of our students.

Part V: Budget

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

Total:	**$0.00**