J. P. Taravella High School
School Advisory Council
Agenda for Apr. 17, 2019
Media Center 6:00 PM

Meeting Call to Order / Roll Call (Determination of Quorum)

I. Welcome

II. Approval of SAC February Minutes

III. Coral Springs Police Presentation – FL Statute 836.10 and Vaping – Paul Murray & Ray Koerner

IV. Old Business

    a. School Enhancement Choice – Marleine Ghaby

    b. After school tutoring ($25/hr.) and study hall pullouts ($112.70 for 4 days)

V. New Business

    a. SAC Nominating Committee

        i. There shall be a nominating committee composed of three members who shall be elected by the School Advisory Council at a regular meeting. The committee shall consist of at least one, but not more than two, of current elected officers and the remainder from the general membership.

    b. Positive Behavior Plan

VI. Reports

    a. Principal Reports – Ms. Marietta De Armas, Principal

    b. Guidance Reports – Ms. Grover Ollies, Guidance Director

    c. Student Reports

        i. Class of 2019 – Senior

        ii. Class of 2020 – Junior

        iii. Class of 2021 - Sophomore

        iv. Class of 2022 - Freshmen

        v. Student Government Rep. – SGA

VII. Open Forum

VIII. Next SAC Meeting May 15th, Media Center, 6PM

IX. Adjournment

J. P. Taravella High School
School Advisory Council/School Advisory Forum
Minutes for Feb. 20, 2018
Media Center 6:00 PM

Meeting Call to Order/Roll Call (Determination of Quorum)

I. **Welcome:** Mr. Daniel Calleja, Co-Chair called the meeting to order at 6:14 P.M.

II. **Approval of SAC January Minutes:** Mrs. Gorelick made a motion to approve the January SAC Minutes. It was moved and second to approve the January Minutes. Motion carried unanimously.

III. **Reports:**

   a. **Principal Reports- Mrs. Marietta De Armas, Principal**

- Mrs. De Armas was not in attendance. Mrs. Natale (Assistant Principal) gave the Principal's report.
- Two weeks ago was the incoming 9th grade showcase. I was an amazing night with teachers, parents, students doing a great job of selling JP Taravella
- Testing season is underway
- Last round of PERT tests- 2 weeks ago
- Next week 400 FSA/Alg I Retakes
- In 3 weeks SAT School Day- March 6, 2019 for all 11th graders and select 12th grade students who has not pass the FSA Reading/Math
- Students will be pulled and paired with specific teachers for reviews from their study hall.

   b. **Guidance Report: Ms. Grover Ollies, Guidance Director**

- Last week we visited Ramblewood and Millennium Middle Schools to register students. We registered 200 students at both schools.
- February 21st will start registration for all 9-11 grade students
- Junior Parent Night March 7th at 6:30 PM with the Brace Advisor on getting ready for college
- SAT School-Wide Test March 6, 2019
- Senior Class Visits- counselors went into senior classes last week to inform students of what is needed/missing and what they need to do in order to graduate
- Financial Aid Night with Keiser- March 5, 2019 from 6-8 PM

   c. **Student Reports:**

      i.   **Class of 2019- Senior-Alex Bustamonte**

- Fundraiser-March 6, 2019 5 on 5 basketball tournament. $2.00 to watch
- Prom ticket sell will be March 18-20th at $110.00

      ii.   Class of 2020-Junior- Rachel Paul

- Selling sour patch candy pushed back

      iii.   **Class of 2021- Sophomore- Larius Floyd**

- Fundraiser and selling something at $5.00

      iv.   **Class of 2022- Freshmen- NO REP**

v.   **Student Government (SGA)- Monique Reto**
- Power to educate 650 donations
- Government employee drive
- March 15, 2019- Color festival for domestic violence
- Teen Political Forum in April at the Coral Springs of the Arts

IV.   **Old Business:**
   a. **Money still available from School Enhancement**
- $9000.00 for the fountains
- $15,000 was still left over and the committee voted and approved the reallocation of the remaining money for 4 filtered fountain, as of now no push backs from community.

V.   **A. New Business: Mrs. Anita Natale/Assistant Principal**
- Requesting of funds 2/20/2019 to fund EOC/FSA sessions in the amount of $10,000
- Using Kahn Academy & UAS Test Prep with descriptive platforms
- Providing students with focused instruction/remediation in content areas that need additional support to increase student achievement
- Applied for a grant for language enrichment for ESOL students
- Mr. Matthew Kay made a motion to approve the $10,000 for the EOC/FSA sessions. It was properly second. Twenty-one people were in favor of and zero people opposed- the vote passed unanimously.

   B. **Continuation Waiver:**
- For Professional Study Day (PSD) for professional development for teachers
- Mrs. Gorelick made a motion continue with the PSD day waiver it was properly second. Twenty people were in favor of and one opposed. The motion carried.

VI.   **Open Forum:**
   a. Tom Taricino-PTSO spoke with guidance, it was a fabulous experience
   b. Doing fundraisers to help the local schools
   c. $87.50 for state dues
   d. Has tax exemption forms
   e. Want parent, teachers, students, and other community people to sign up and join the PTSO
   f. Parking lot stickers is still an issue- no instructions on what to do when you are driving another car to school
   g. School safety meeting 6:30 PM at Taravella February 25, 2019
   h. Watch/read about Safe Havens International
   i. Parents first time at a SAC meeting did not know where to go, signs should be put up and emails should be sent out

VII.   **Next SAC Meeting March 20, 2019, Media Center, 6:00PM**

VIII. **Adjournment:** Ms. Nicole Peterkin made a motion to adjourn the meeting. It was properly moved and second. The SAC Meeting was adjourned at 7:06 PM.

Respectfully Submitted by
Shronda Service/SAC Secretary

FLORIDA STATUTE

836.10 Written threats to kill, do bodily injury, or conduct a mass shooting or an act of terrorism; punishment; exemption from liability.—

(1) Any person who writes or composes and also sends or procures the sending of any letter, inscribed communication, or electronic communication, whether such letter or communication be signed or anonymous, to any person, containing a threat to kill or to do bodily injury to the person to whom such letter or communication is sent, or a threat to kill or do bodily injury to any member of the family of the person to whom such letter or communication is sent, or any person who makes, posts, or transmits a threat in a writing or other record, including an electronic record, to conduct a mass shooting or an act of terrorism, in any manner that would allow another person to view the threat, commits a felony of the second degree, punishable as provided in s. 775.082, s.775.083, or s. 775.084.

(2) This section does not impose liability on a provider of an interactive computer service, communications services as defined in s. 202.11, a commercial mobile service, or an information service, including, but not limited to, an Internet service provider or a hosting service provider, if it provides the transmission, storage, or caching of electronic communications or messages of others or provides another related telecommunications service, commercial mobile radio service, or information service for use by another person who violates this section. This exemption from liability is consistent with and in addition to any liability exemption provided under 47 U.S.C. s. 230.

SAC Chair/Co-Chair Responsibilities

1. To chair meetings of the SAC and to ensure that an agenda and meeting are planned and prepared in advance of the meeting.
2. Arrange for a colleague to record meeting minutes.
3. Review and distribute meeting minutes.
4. Attend a minimum of 4 quarterly district School Improvement meetings at OSPA.
5. Prepare and submit SAC recommendations according to published forms and protocols.
6. To identify individual SAC members to undertake specific tasks or to be the lead member on specific topics
7. Be readily accessible to all SAC members. If part of a district-wide SAC, maintain a collaborative and global perspective.
8. Serve as the SAC's point of contact to administration for areas of SAC responsibility.
9. Facilitate the development of the School Improvement Plan by coordinating with SAC, across school departments, and with school leadership team.
10. To monitor the implementation of the School Improvement Plan
11. To evaluate the effectiveness of the School Improvement Plan
12. Dedicate 2 days a month to completing and uploading SIP documentation (waivers, votes, agendas, minutes, by-laws, composition report, Behavior plan, Attendance Plan, Equity Plan, Guidance Plan, RTI, PLC, SIP, SEL, etc.)
13. Complete the Mid-year reflection
14. Vote as a SAC member

SAC Secretary Responsibilities

1. Attend SAC meetings regularly
2. Take accurate meeting minutes
3. Update minutes with any corrections so that they can be entered into record
4. Make arrangements for a secretary replacement if unable to attend the meeting.
5. Vote as a SAC member

School Name:	J. P. Taravella High School
School Number:	2751
SPBP Contact Name:	Christopher Crossman
Direct Phone Number:	754-322-2328

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Current (SY 2018/19) SPBP team members:

Full Name	Position
Christopher Crossman	1. Administration
Brent Maffet	2. BTU Representative
Dan Calleja	3. SPBP Point of Contact
Keith McGurn	4. Parent/Community Representation
Pamela Gastesi	5. Teacher
Todd Schoonover	6. Teacher
Christine Sampson	7. Teacher
Paul Murray	8. SRO
Latoya Carty	9. Behavior Specialist
Karl Weaver	10. Administration
George Horton	11. Security Specialist

1B. Schedule of quarterly SPBP Team Meeting dates for *next* 2019/20 school year:

Meeting Date	Meeting Time	Content of meetings:
9/5/2019	2:50-3:30	1. Progress of Action Steps indicated in Implementation Plan in #9
12/5/2019	2:50-3:30	2. Collect & analyze fidelity of staff implementation data in #10A
2/6/2020	2:50-3:30	3. Collect & analyze student outcome data in #10B
4/2/2020	2:50-3:30	

2A. Action Steps <u>completed</u> **this year** (SY 2018/19) that increased faculty and stakeholder knowledge of the *new* SPBP:

Action Steps:	Date *(Between Jan 15 and April 30, 2019)*	Details *(Sign-in sheets in SPBP Binder)*
Presented the *new* SPBP (for SY 2019/20) to staff	4/15/2019	# of participants =
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/25/2019	# of participants = % approved =
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	4/17/2019	# of participants =

2B. Action Steps <u>to be completed</u> **next year** (SY 2019/20) to increase faculty and stakeholder knowledge of the *new* SPBP:

Action Steps:	Date *(SY 2019-20)*	Content *(Sign-in sheets in SPBP Binder)*
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1st day: 8/9/2019	The team will present the updates in the SPBP for the 19/20 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2019 9/18/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 11/7/2019	The team will present: • the team's progress in the Implementation Plan in # 9. • the fidelity of staff implementation data in #10A. • the student outcome data in #10B.
	2. 1/9/2020	
	3. 4/2/2020	
	4. 6/5/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Top five behavior incidents data YTD as listed in BASIS 3.0

Top 5 Behavior Incidents
1. Disobedience/Insubordination
2. Class Cut/Skipping
3. Defiance of Authority
4. Out of Assigned Area
5. Fighting

3B. School-wide expectations are 3 – 5 positive characteristics *(not behaviors)* that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations
1. Respectful
2. Responsible
3. Ready
4.
5.

3C. At least one lesson plan for **each** school-wide expectation above is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	08/09/2019	9:00 AM	Auditorium
January	01/09/2020	1:30PM	Auditorium
After Spring Break	04/02/2020	1:30PM	Auditorium

CRITICAL ELEMENT #4: Location-based Rules

4A. Top three school-wide **locations** for Behavior Events YTD.

Top 3 Locations, not including Classroom:	
School Location	# Incidents
1. School Grounds	178
2. Internal Suspension	48
3. Cafeteria/Hallway	47

4B. Expectations and Rules Chart for common areas of school campus: *(next page)*

Expectations and Rules Chart

School-wide EXPECTATIONS	Cafeteria Rules	Hallway Rules	School Grounds Rules	Classroom Rules (To be completed by classroom teachers)
RESPONSIBLE	I will attend only my scheduled lunch period	I will move to my destination without delay.	I will maintain my own personal space	
RESPECTFUL	I will dispose of my own trash in the nearest trash receptacle	I will walk on the right side of the travel path	I will show courtesy at all times.	
READY	I will wait in the cafeteria line in an orderly fashion without skipping the line.	I will clear the hallway and have all my materials to start class.	I will proceed to my next schedule class in a timely manner without delay and arrive to class on time.	

4C. At least one Rules lesson plan for **each** specific location is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

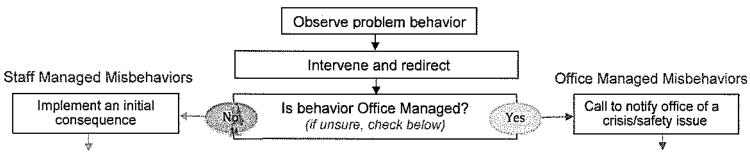| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	08/09/2019	9:00AM	Auditorium
January	01/09/2020	1:30PM	Auditorium
After Spring Break	04/02/2020	1:30PM	Auditorium

CRITICAL ELEMENT # 5:   Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
Expectation or Location: ___School Grounds_____

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Basis referral incidents as of 04/12/19** **Problem Identification Statement: Disobedience/Insubordination**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students feel that they are not being respected by the staff members that supervises them.** **Goal Statement: By end of the third quarter there will be a 10% reduction in the number of Office Disciplined referrals for Disobedience/Insubordination as determine by referral review in BASIS.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Point system **Description of System:** *(≥ 5 sentences)* **Students will earn points by doing what is expected of them by being on task, on time, respectful and courteous. An online software will be used to track students by points assigned. Several different recognitions will be assigned according points earned. These recognitions include lunch privileges, incentive snack tickets, pizza parties, Certificates and chords to name a few.**
4. Evaluation: A. Implementation fidelity	**A.** How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* The Hero point system allows for us to monitor who is giving or taking points daily. If there is a teacher who is not reporting the positive behavior as much as others or to many it will create a flag.
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? *(2-3 sentences)* A decrease in the number of referrals assigned to students for Disobedience/Insubordination. A comparison of the 2018/19 percentage of students/referrals receiving referrals for Disobedience/Insubordination to that of 2019/20 on a time line. The goal is to achieve a decrease of 10% by the end of the 2019/20 academic schools year.

Student Behavior Discipline Flow Chart

Observe problem behavior

↓

Intervene and redirect

↓

Staff Managed Misbehaviors

Implement an initial consequence ←── No ── **Is behavior Office Managed?** *(if unsure, check below)* ── Yes ──→ **Office Managed Misbehaviors** Call to notify office of a crisis/safety issue

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
1. Disobedience/Insubordination 2. Tardiness 3. Dress Code 4. Unruly Disruptive Behavior 5. Unruly Play 6. Cell Phone Use	1. Defiance of Authority 2. Minor Disruption of Campus 3. Major Disruption of Campus 4. Fighting 5. Falsification/Misrepresentation 6. Class Cut/Skipping

6

CRITICAL ELEMENT # 7: Classroom Management Systems

7A. In SY 2019/20, ALL teachers implement an evidence-based Tier 1 classroom management system:

Evidence-based system:	Evidence of training:
☐ CHAMPS	% of teachers currently holding valid CHAMPS certificate:
☐ PBIS Classroom Management *http://www.fl-pda.org/independent/*	% of teachers currently holding completion certificate:
☐ Other: Click here to enter name of system.	Training evidence: Click here to enter evidence % of teachers currently trained:

7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems *across teachers* using:

☐ CHAMPs 7 Up Checklist
☐ Basic FIVE (Classroom Management Screening)
☐ PBIS Classroom Assistance Tool (CAT)
☐ Other *(specify)*:
☐ Classroom management screening is not conducted *across* teachers to determine appropriate professional development. *(Next year, assessment of classroom management implementation fidelity will be scored).*

7C. School year 2018/19 percentage of classroom referrals:

Total number of discipline referrals **from classrooms**:	337
Total number of *other* **school-wide** discipline referrals:	430
% of referrals in the classroom:	43.9%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.

If **"Yes"**, school-wide classroom management professional development will be conducted in 2019-20:
CHAMPS Training - District offered   If "Other", indicated system here: ?????

7

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

# Referrals:	# of Students:	% of Total Population	Core Effectiveness		
TOTAL Population:	3007				
0 - 1 referrals		94.996%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	154	5%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	13	0.004%	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Action Steps:

If all 3 are "Yes", your core is effective. Is your core behavior curriculum effective?	☒Yes	☐No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your core is effective, what steps does your school leadership team take for *early identification* of at risk and high-risk students?
(b) If you answered "**NO**", indicate the supports and interventions your school leadership team will implement *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(3-4 steps)*

1. Teachers are to identify students for Behavior and/or Academic and implement Tier 1 RtI strategies.

2. Guidance Counselors meet with parents of students failing 2 or more classes.

3. RtI/PBST meet on a biweekly basis to monitor Tier 1 strategies and implement Tier II/ III strategies for students in need.

4. Mentor 25 students that display behavior deficiencies.

8C. Disproportionality within racial subgroup

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)	
Black	36%	57%	21%	☒Yes	☐No
Hispanic/Latin	32%	25%	-7%	☐Yes	☒No
White	23%	14%	-9%	☐Yes	☒No

8D. Disproportionality Action Steps:

If all three are "No", disproportionality is not indicated. Are all 3 "No"?	☐Yes	☒No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues
(b) If you answered "**No**", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality

Disproportionality Action Steps: *(3-4 steps)*

1. Teachers will identify students with RtI Tier I strategies for Behavior and Academics.

2. Implement mentorship program with fidelity such as PASL, MTL, LIA, and My Next Move

3. Teachers will go through an Equity training.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County
GREY Font = Best Practices for all schools in Broward County
TEAL Font = Resources available at https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx

	SPBP Team Implementation Action Plan 2019 - 2020
Month	**Action Steps** ☒ check off Action Step when completed
Current	☒ Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning 2019	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules ☐ Identify your district RtI Instructional Facilitator (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time
August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☐ Review Implementation plan; check off completed Action Steps ☐ Determine any needed team training, such as these Brainsharks: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, Big 5 Data, PBIS 101, etc. (All found in Sharepoint site) ☐ Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) ☐ Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	☐ Provide SPBP stakeholder presentation prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2nd meeting	☐ Review Implementation plan; check off completed Action Steps ☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Ensure Core Effectiveness Action Steps are being implemented as written
November	☐ Team to develop new and/or improved lesson plans as indicated by behavior data. ☐ Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3rd meeting Prepare for SY 2020/21 SPBP	☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after winter break ☐ Principal signs in and watches the new "SPBP for Principals" Brainshark; Due January 30th ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the new SPBP ☐ Teams watch the new "SPBP Team Overview" Brainshark and refers to district resources and supports (Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark)
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional)
March 4th meeting	☐ Ensure progress towards completion and submission of SPBP ☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after from spring break ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	☐ Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year ☐ Continue implementing your current SPBP through the end of the current school year

10A. **Staff** implement the School-wide Positive Behavior Plan effectively:
*"Are **staff** implementing the SPBP with fidelity? How do you know?"*

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine "successful" staff implementation of action step
School-wide **expectations** and location-specific **rules** are posted across campus	By August 16, 2019, 100% of the hallways will have a at least 1 poster depicting the school-wide behavior expectations and location-specific rules as determined by walk through observation by the building supervisors.
Expectations and Rules lesson plans are being taught as written and when indicated	Video clips of different incidents and behaviors will be viewed and shown by 90% of instructional staff to students in the Personalization/Study Hall Periods by August 30, 2019 to be monitored by Mr. Calleja
The **Discipline flow chart** is being used by all staff as written	Monthly review of staff managed misbehavior recorded in BASIS and the HERO positive Behavior system will show at least a 3% reduction in Classroom detentions as monitored by Mr. Calleja.
A **reward system** is being implemented for *all* students	By the April 30th, 2020 90% of the staff will record at least 20 positive Behavior Points as recorded with HERO Positive Behavior System and monitored by Mr. Calleja.

10B. The SPBP is successful in positively impacting **students**:
*"If staff are implementing the SPBP consistently and effectively, did it positively impact **the students**? How do you know?"*

STUDENT Outcome Monitoring	
Student Outcome Data	Create an observable and measurable SMART goal to determine "successful" student outcomes
Behavior Incident data (See critical element #3A) Disobedience/Insubordination	At the end of each quarter during the 2019-20 school year, the school wide student Office Discipline Referrals for disobedience/Insubordination will show a 3% reduction as measured by the BASIS Behavior dashboard and monitored by Ms. Carty.
Top 3 event locations data (See critical element #4A) School Grounds, IS, Cafeteria Hallway	By April 30th, 2020, the percentage of Office Discipline Referrals occurring in on the school grounds, in Internal suspension and in the Cafeteria will decrease by 10%, 5%, and 3% respectively as measured by the BASIS Behavior dashboard and monitored by Mr. Calleja.
Core effectiveness data (See critical element #8A)	At the end of each quarter, the percentage of students who have 2-5 Office Discipline Referrals will show a 2% reduction as measured by the BASIS Behavior dashboard and monitored by Ms. Carty.
Classroom referrals data (See critical element #7C)	By April 30th, 2020, the percentage of classroom Office Discipline Referrals will decrease by 5 % as measured by the BASIS Behavior dashboard and monitored by Mr. Calleja.

BROWARD SCHOOLS VIRTUAL COUNSELOR
POWERED BY THE ~ DATA WAREHOUSE

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School: J.P. TARAVELLA HIGH

Committee: SAC

Sign In sheet for J.P. TARAVELLA HIGH Date: 4/17/18 Time: 6:00 PM

#	Full Name ▲	Position	SBBC Employee	Parent Of Student At School	Sign Here .
1.	CALLEJA, DANIEL	SAC Co-Chair	Yes	No	*(signature)*
2.	DE ARMAS, MARIETTA	Principal	Yes	No	*(signature)*
3.	GORELICK, ANDREA	SAF-DESIGNEE	No	Yes	*(signature)*
4.	GRAULICH, JERRY	Parent	No	Yes	
5.	HOROWITZ, RACHEL	Parent	No	Yes	*(signature)*
6.	HOUSEN PETERKIN, NICOLE	Parent	No	Yes	*(signature)*
7.	JOHNSON, CHEREE	ESE Rep	No	Yes	*(signature)*
8.	KAYE, MATTHEW	Parent	No	Yes	*(signature)*
9.	LETIZIA, JENNIFER	Teacher	Yes	No	
10.	LISANTI, MICHELLE	Parent	Yes	Yes	
11.	LOPEZ, MARIA	Gifted Rep	No	Yes	
12.	LYSSENKO, AIMEE	Parent	No	Yes	
13.	MARTINEZ-PINERO, RUTH	BTU Steward	Yes	Yes	*(signature)*
14.	MCGURN, ELISABETH	Parent	No	Yes	*(signature)*
15.	MCGURN, KEITH	SAC Co-Chair	No	Yes	*(signature)*
16.	MEDINA, ANTHONY	Community Rep	No	Yes	
17.	MELENDEZ, YVETTE	Parent	No	Yes	*(signature)*
18.	OLLIES, GROVER	Teacher	Yes	No	*(signature)*
19.	PAUL, RACHEL	STUDENT	No	No	*(signature)*
20.	RODRIGUEZ, MIGUEL	Non-instructional	Yes	Yes	
21.	ROWE, OMAR	Parent	No	Yes	
22.	SERVICE, SHRONDA	SAC Secretary	Yes	No	*(signature)*
23.	SMITH, ATHLEAN	Parent	Yes	Yes	*(signature)*
24.	SOTO, MARIANA	STUDENT	No	No	
25.	SPEARS, TARA	Parent	No	Yes	
26.	STAATS, JODI	Parent	No	Yes	*(signature)*
27.	WORD, JUDI	Parent	No	Yes	*(signature)*
28.	ZAICHICK, STACEY	IZ Rep	No	Yes	*(signature)*
29	Roto, Monique	Student	No	No	*(signature)*

BROWARD SCHOOLS VIRTUAL COUNSELOR
POWERED BY THE DATA WAREHOUSE

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Guest Sign In Sheet For J.P. TARAVELLA HIGH Date: 4/17/19 Time: 6:00 PM

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
1.	Elisa Wolfe	Parent		✓	
2.	Laurie Sloane	Parent		✓	
3.	Judi Word	SAE		✓	
4.	Maria Alvarez	SGA			
5.	JERRY GRAULICH	PARENT			
6.	Christopher Inec	AP	✓		
7.	Marlene Cohaty	Mooy	NO	NO	
8.	Lucille Ghantous	Heeny	No	No	
9.	Ofc. RM Koryn	SRO	NO	NO	
10.	Maria Vanegas	Sect SGA			
11.	Venette Cardenas	parent		✓	
12.	Alicia Dunbar	Parent	N/o	Yes	
13.					
14.					
15.					
16.					
17.					
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