



OFFICE OF SERVICE QUALITY

SCHOOL IMPROVEMENT TRAINING – QUARTER 1 2018 - 2019

**WELCOME
2018-2019
SCHOOL
IMPROVEMENT
TEAM !**



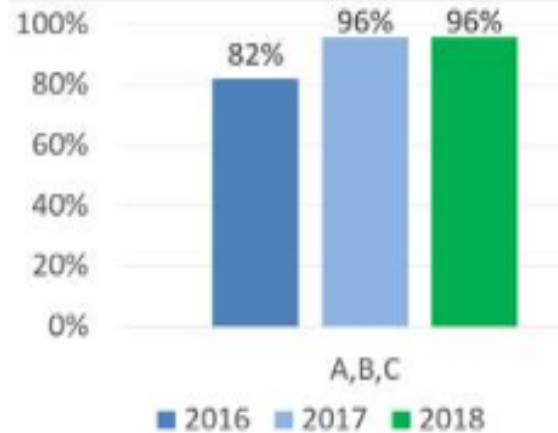
A BCPS CORE VALUE

**Positive
stakeholder
involvement
enhances
student
achievement.**



SCHOOL IMPROVEMENT SUCCESS 2018

96 percent of innovative District schools earned an “A,” “B” or “C.”



84 percent of innovative District schools maintained or increased their letter grade

57 innovative District schools earned an “A.”
Only one school received an “F.”

31 innovative District schools increased by one or more letter grades

BCPS earned a District grade of “B” for the fifth year in a row, narrowly missing an “A” designation by two percentage points.



School Improvement TRAINING AGENDA

**1. SBBC POLICIES
1403 & 1403A
SCHOOL
ACCOUNTABILITY
& IMPROVEMENT**

**2. BCPS
STRATEGIC PLAN
ALIGNMENT
TO SIP**

**3. BCPS SCHOOL
IMPROVEMENT
PLAN (SIP)
2018-2019**

**4. SCHOOL
ADVISORY
COUNCIL (SAC)
COMPOSITION
& BYLAWS**

5. SAC MEETINGS

- SUNSHINE LAW
- REQUIRED MINUTES
- ROBERTS RULES OF ORDER

6. SIP COMPONENTS

- ATTENDANCE PLAN
- FACE PLAN
- MTSS/RtI PLAN
- TITLE 1 ADDENDUM
- BEHAVIOR PLAN
- SEL PLAN
- BPIE
- SCHOOL COUNSELING PLAN



1. SBBC POLICIES 1403 & 1403A SCHOOL ACCOUNTABILITY & IMPROVEMENT



SBBC POLICY 1403 & 1403-A

POLICY 1403: SCHOOL ACCOUNTABILITY AND IMPROVEMENT:

Each school has a School Advisory Council (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

POLICY 1403-A SCHOOL ACCOUNTABILITY AND IMPROVEMENT GUIDELINES:

This guide is designed to assist in the implementation of School Board Policy 1403: School Accountability and Improvement. It includes a description of School Advisory Councils' roles and responsibilities and a timeline for implementation.

Both policies can be viewed at: <http://www.broward.k12.fl.us/sbbcpolicies/index.asp>



SBBC POLICY 1403-A

SCHOOL ACCOUNTABILITY & IMPROVEMENT GUIDELINES

SCHOOL ADVISORY COUNCIL MEMBERSHIP

- Each school is required to establish a School Advisory Council (SAC) that is representative of the population served by the school. Per State statute (§ 1001.452) a majority of the SAC members cannot be employees of the Broward County Public Schools.
- SAC members must be elected by their peer groups (teachers by teachers, parents by parents, etc.). The business and community representatives are selected by the principal and approved by the SAC.
- Once the SAC is established, its members elect their officers. Each SAC must have a SAC Chair and a parent member designated as I-Zone representative. Other officers are elected according to each SAC's bylaws.
- The membership of each School Advisory shall be submitted online to the District Accountability Department by no later than October 31st of each year.
- SAC membership is entered online in the SAC Membership/Attendance system.
- Changes in SAC membership during the year must be reflected in the SAC meeting minutes and must be entered into the Online SAC Membership/Attendance System.



SBBC POLICY 1403-A

SCHOOL ACCOUNTABILITY & IMPROVEMENT GUIDELINES

SCHOOL ADVISORY COUNCIL MEETINGS

- Once members are entered into the system, the online SAC Composition System generates sign in sheets for use at SAC meetings. These are the sign-in sheets that must be used. The system will also generate a guest sign-in sheet that must be used to document attendance by guests at all SAC meetings.
- Per State Statute, SAC members who have two unexcused absences shall be replaced on the SAC.
- In order to conduct business at a SAC meeting, a quorum must be present. To establish a quorum, a majority of SAC members must be present. A quorum must be present to conduct a vote.
- All schools are required to enter SAC attendance into the online SAC Attendance System after each SAC meeting.
- All School Advisory Council meetings must be open, advertised (at least three days in advance), and are subject to the Sunshine Law. Each month, School Advisory Council meeting agendas, sign-in sheets, and meeting minutes must be posted via the SAC Upload Center.



SBBC POLICY 1403-A

SCHOOL ACCOUNTABILITY & IMPROVEMENT GUIDELINES

SCHOOL ADVISORY COUNCIL BY LAWS

- Each School Advisory Council is required to adopt procedural bylaws.
- A Bylaws template will be provided each year for use by all schools. This template, along with directions, will be posted via the SAC Upload Center.
- Once the School Advisory Council has revised and approved the amended bylaws, the document must be posted via the SAC Upload Center.
- Schools must maintain a copy of their SAC Bylaws as the procedural guide for conducting business.



SBBC POLICY 1403-A

SCHOOL ACCOUNTABILITY & IMPROVEMENT GUIDELINES

SCHOOL IMPROVEMENT PLAN

- Each School Advisory Council shall assist in the preparation and evaluation of the school improvement plan.
- Each School Advisory Council is responsible for monitoring the implementation of the school improvement plan.
- The school's leadership is responsible for providing quarterly student performance data reports to facilitate formative evaluation of the school improvement plan and revision of the action plan.
- Each School Advisory Council is responsible for allocating Accountability Funds to support the school improvement plan goals and objectives. These allocations shall be documented in the school improvement plan and revisions to these allocations must be approved by the School Advisory Council and documented in the Council meeting minutes.



SBBC POLICY 1403-A

SCHOOL ACCOUNTABILITY & IMPROVEMENT GUIDELINES

WAIVERS

- The School Board shall consider requests for waivers of School Board policy, School Board approved guidelines, and provisions of collective bargaining agreements required to implement and/or support the implementation of school improvements.
- An online Waiver database is accessible on the Accountability & School Improvement website at: <http://www.broward.k12.fl.us/schoolimprove>.
- Schools are responsible for entering their new waivers into this database by the second week of February of each year and for updating waiver information annually by May of each year.
- Flowcharts for the new waiver and continuation waiver process, an updated waiver timeline and pertinent waiver information are posted on the online Waiver database at:
<http://www.broward.k12.fl.us/schoolimprove/OnlineWaivers/OWHome.asp>



2. BCPS STRATEGIC PLAN



BCPS STRATEGIC PLAN



BCPS STRATEGIC PLAN

HIGH-QUALITY INSTRUCTION

We must ensure that our students are learning every day by measuring our progress, we can stay on track to meet our goals.

CONTINUOUS IMPROVEMENT

We are improving the way we manage, organize, and align our resources — including staff, facilities, and construction.

EFFECTIVE COMMUNICATION

We are all ambassadors for Broward County Public Schools. With accurate information, we can make a positive impact on public awareness.



BCPS STRATEGIC PLAN GOAL: HIGH QUALITY INSTRUCTION

HIGH-QUALITY INSTRUCTION

We must ensure that our students are learning every day by measuring our progress, we can stay on track to meet our goals.

■ Current: 2016 ■ Target: 2019

Updated March 2018

ELEMENTARY SCHOOLS

Increase reading and math proficiency.

51.7% 60.2%



READING (Level 3+)

57.9% 66.7%



MATH (Level 3+)

MIDDLE SCHOOLS

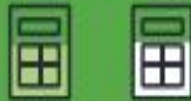
Use project- and problem-based learning to improve skills.

53.9% 55.6%



READING (Level 3+)

57.1% 60.0%



MATH (Level 3+)

HIGH SCHOOLS

Ensure college and career readiness.

52.9% 56.4%



READING (Level 3+)

58.6% 73.5%



ALGEBRA 1 (Level 3+)

76.6% 89.0%



GRADUATION RATE

Our goal is for all Broward County Public Schools graduates to be literate, knowledgeable, socially mature and productive members of our community.



BCPS STRATEGIC PLAN GOAL: CONTINUOUS IMPROVEMENT

CONTINUOUS IMPROVEMENT | We are improving the way we manage, organize, and align our resources — including staff, facilities, and construction.



STUDENT-TO-COMPUTER* RATIO

Current: 6:1, 2019 target: 3.5:1



PROJECTS IN SMART PROGRAM**

Current: 20%, 2019 target: 90%

35% / 90%

ACTIVE FACILITY-RELATED PROJECTS IN SMART PROGRAM***

Current: 35%, 2019 target: 90%



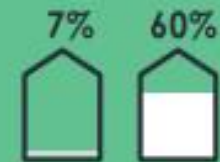
5-YEAR TEACHER RETENTION

Current: 42%, 2019 target: 47%

26% / 40%

BUSINESS/SUPPORT SERVICES WITH KEY PERFORMANCE INDICATOR IN TOP QUARTILE

Current: 26%, 2019 target: 40%



FACILITY-RELATED PROJECTS IN CONSTRUCTION PROCUREMENT, CONSTRUCTION, OR CLOSE-OUT

Current: 7%, 2019 target: 60%

Computer = desktop, tablet and laptop. **Bond-funded program to fund Broward County schools improvements in Safety, Music & Art, Athletics, Renovation and Technology. *Does not include school Choice Enhancement projects. (SMART): Safety, Music & Art, Athletics, Renovation and Technology.*



BCPS STRATEGIC PLAN GOAL: EFFECTIVE COMMUNICATION

EFFECTIVE COMMUNICATION

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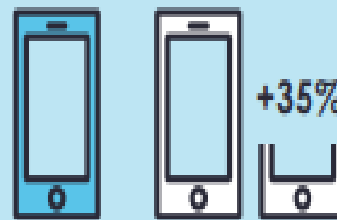
36k 11,549



+15%

SOCIAL MEDIA ENGAGEMENT
Current: 54,042 Twitter followers
and + 12,580 Facebook “likes”
2019 target: 15% increase
(as of September 2016)

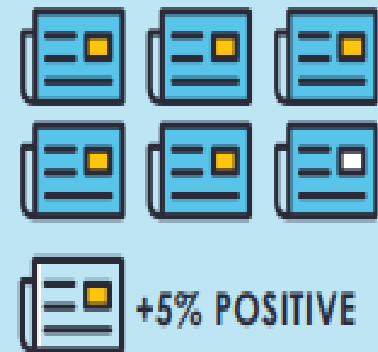
19,000



+35%

MOBILE APP DOWNLOADS
Current: 19,000
2019 target: 35% increase

5:1



+5% POSITIVE

POSITIVE-TO-NEGATIVE NEWS RATIO
Current: 5:1
2019 target: 5% increase



SCHOOL IMPROVEMENT INFORMATION NEEDS TO BE POSTED ON ALL SCHOOL WEBSITES

- Dates, Times and Locations of all School Advisory Council (SAC) Meetings
- School Advisory Council (SAC) By Laws
- Agendas & Minutes for School Advisory Council Meetings (SAC)
- Link to SIP: http://www.broward.k12.fl.us/ospa/select_school.asp
- Dates, Times and Locations of all School Advisory Forum (SAF) Meetings
- School Advisory Forum (SAF) By Laws
- Agendas & Minutes for School Advisory Forum Meetings
- Dates, Times and Locations of Area Advisory Meetings:
http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=15

Helpful Hints: Do not list as SAC/SAF

Use the complete title of each entity and list separately

Descriptions of SAC and SAF should be from board policies 1403 & 1.3



DESCRIPTIONS FOR WEBSITES

School Advisory Council (SAC): The School Advisory Council shall be the sole body responsible for final decision-making at the school relating to implementation of ss.1001.42(18) and 1008.345.U The SAC is composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders who meet regularly to establish priorities, set annual objectives, and monitor action steps for school improvement.

School Advisory Forum (SAF): School Board policy requires that each school have a School Advisory Forum (SAF) composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders. The SAF provides an opportunity for stakeholders to discuss and recommend actions on a variety of school issues. The School Advisory Forum (SAF) shall foster and promote communication between its stakeholders, the school, and the Area Advisory Council. The SAF shall bring forth recommendations, concerns and interests to and from their Area Advisory Council.

School Improvement Plan (SIP): *A School Improvement Plan containing specific objectives and action steps for achieving Florida's educational goals is required by Florida. The SAC has the primary responsibility for monitoring the implementation of the annual SIP. The SIP must be approved by the School Board.*



3. BCPS SCHOOL IMPROVEMENT PLAN 2018 - 2019



OSPA/OSQ WEBSITE

For all School Improvement information, log on to:

<https://www.browardschools.com/Page/34526>

Office of Service Quality Website Provides:

- Access School Improvement Training Power Points
- View School Improvement Plans
- A+ Recognition Fund Process Information
- Waiver Application & Waiver Database
- Log on to OSPA Central 2.0 to access SIP template



SCHOOL IMPROVEMENT DATES/DEADLINES for 2018-2019

Event Date/Deadline	Event/Document
September 11 - 14, 2018 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: School Improvement Plan Information for 2018-2019, SAC Composition, SAC Bylaws, eProve Survey Results, 2017-2018 SIP Closeout, New Waivers, Attendance Plan, Behavior Plan, FACE Plan, RtI Plan & Requirements for SIP, Title I Addendum, SAC Policy Compliance
September 14, 2018	Closeout of 2017-2018 SIP Enter results of goals and strategies in OSPA Central V2.0
October 18, 2018	SIP Completed in OSPA Central 2.0 Upload SAC, RtI, PLC Meeting Dates, and complete entire SIP Template on OSPA Central: Title I Addendum, Attendance, Behavior, RtI, & FACE Plans.
October 25, 2018	SAC Composition Report & SAC Bylaws, Completed and Uploaded in OSPA Central V2.0
November 15, 2018	Intent to Apply Waiver Form Must be submitted by schools applying for a new waiver or schools that have a waiver ending in 2018-2019 that stakeholders wish to continue
December 11- 14, 2018 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: Monitoring SIP, SAC Meeting Structure utilizing Roberts Rules of Order & Sunshine Law, A+ Process, Val-ED, Continuation Waivers and Mid-Year Reflection
February 1, 2019	Mid-Year Reflection Completed with the Leadership Team, reviewed with SAC, and uploaded in the SAC Upload section on the BCPS SIP. DA Schools must enter information in the FLDOE SIP located of Florida CIMS.
February 1, 2019	A+ Fund Plans (This is a mandatory FLDOE deadline) Qualifying schools must complete upload all documentation to OSPA Central
February 8, 2019	New Waiver Applications Completed, signed, and submitted to Office of Service Quality for approval
February 26 – March 1, 2019 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: Monitoring SIP, SIP Planning for 2019-2020, & Attendance Plan, Behavior Plan, FACE Plan, RtI Plan for 2019-2020
March 4, 2019 - April 4, 2019	BCPS Stakeholder Survey: AdvancED eProve Survey Online survey for all stakeholders with completion rate targets of 20% for parents, 40% for students and 60% for teachers
April 25, 2019	Continuation Waivers Updated Applications All documentation required for continuation of a waiver completed & uploaded
May 7 – 10, 2019 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: School Improvement Planning for 2019-2020, Organization and Elections of SAC & SAF for next school year



QUARTER 1 SCHOOL IMPROVEMENT DATES/DEADLINES

Event Date/Deadline	Event/Document
September 11 - 14, 2018 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: School Improvement Plan Information for 2018-2019, SAC Composition, SAC Bylaws, eProve Survey Results, 2017–2018 SIP Closeout, New Waivers, Attendance Plan, Behavior Plan, FACE Plan, RtI Plan & Requirements for SIP, Title I Addendum, SAC Policy Compliance
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SIP 2017-2018 CLOSEOUT – Due Sept. 14th

Enter results of goals and strategies in OSPA Central V2.0

Directions:

1. Log onto OSPA Central 2.0 <http://www.broward.k12.fl.us/ospa/ospa-central2/login.asp>

2. Make sure you select school year 2017-2018 tab at top

Select School Year:

2017 - 2018 ▾

3. Under , click on 

4. Answer this section to close out the 2017-2018 SIP:

Please complete this section based on 2017-2018 end-of-year results.

Instructional Implications: Discuss the success of specific strategies/activities and provide a rationale as to why those academic improvements occurred as a result of those strategies.



BCPS SCHOOL IMPROVEMENT PLAN

Due October 18th

Best Practice #1

- PLC (Professional Learning Communities) Meeting Schedule

Best Practice #2

- Early Warning Indicators
- Rtl Team Meeting Schedule
- School Wide Behavior Plan
- Attendance Plan
- MTSS/Rtl Action Plan
- School Counseling Plan
- Social/Emotional Learning Plan

Best Practice #3

- FACE Plan
- eProve Survey Link
- eProve Survey Results
- SAC Composition Report
- Waiver Application

Best Practice #4

- Goals, Strategies and Activities or FLDOE SIP
- Title I School Plan (for Title I A,B, or C Schools)
- BPIE Documents
- FLDOE SIP - Due Sept. 30

School Goals:

- Based on Pre-Populated Targets
- Must have Literacy Goal
- SMART Goals need to include Specific Strategies
- Accountability Money must be earmarked in BP #4

SMART Goal

- **Specific:** explicit about what will change and when
- **Measurable:** quantified and tracked with assessments and other data
- **Attainable:** challenging and realistic
- **Results-focused:** direct impact student learning
- **Time-bound:** Goal has a specific timeframe for completion.



BEST Practice #1

☆ School Info

School Name	B McCrums School for Advanced Learning (TEST) (9997)
School Grade (2016 - 2017)	A
Title 1 School	No
Differentiated Accountability (DA)	No
Executive Summary	Upload Executive Summary

CONFIDENTIALITY NOTE: Information posted to this website will be open to public view. Do not include student's personally identifiable data, which is confidential and protected by FERPA.

☆ BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

[PLC Meeting Schedule](#)

[PLC Resources](#)

No Meeting Schedule



BEST Practice #2

NEW

FOR 2018-19 School Counseling Plan, SEL Plan, and K-2 BAS data has been added to early warning indicators (students reading below grade level (OFF Track red in AP#3))

☆ BEST PRACTICE #2

An Embedded High Quality Rtl Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.



Graduation/College and Career Readiness (Early Warning Indicators)

Data for: 2016-2017								Data For: 2017-2018 (Last updated: 7/18/2018)							
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students BAS Off Track	% of students exhibiting 2 or more Early Warning Indicators	Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students BAS Off Track	% of students exhibiting 2 or more Early Warning Indicators

☆ School Improvement Plan: Early Warning Indicators

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

School Counseling Plan will be completed by Guidance Counselor(s), SEL plan will be completed by the leadership team, approved by principal, and uploaded in BP #2.



BEST Practice #3

☆ BEST PRACTICE #3

Optimal Internal/External Relationships

FAMILY AND COMMUNITY ENGAGEMENT (FACE)

The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families are adapted to meet changing family and community circumstances; opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

[FACE Plan](#)

NEW

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

[eProve Survey](#)

[eProve Survey Results](#)

[Evidence/Artifacts](#)

[Standards and Indicators](#)

eProve Survey Results

Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	

Explain the activities in which your school will participate to increase your overall rating. Include specific details.



Check Survey Responses for Your School:

Log on to <http://www.advanc-ed.org/login> and click on eProve Surveys



Please select a logo to log in.



e|Prove™ elect



e|Prove™ surveys



e|Prove™ diagnostics



e|Prove™ workspace

Principals need to go to the log in page of AdvancED and click on eProve Surveys.

- Click on “request a password”.
- Then type in their BCPS email address and click on “request a password” again.
- The password link to your email address.



SHARE SURVEY RESULTS


Directions to Access All eProve School Survey Results

- Login to AdvancED. (Remember: only the principal has an account with AdvancED.) Click on eProve Surveys and search for your school name.
- You will see a list of surveys. **Here, next to the blue arrow, you can see the number of respondents for each survey.**

Surveys 3 surveys

Filter by All All Q

Name	Owner	Respondents	Created	Status	
Student Survey (Middle and High)_021418 <small>Student Survey (Middle and High) for Schools</small>	Donna Boruch <small>Broward County Public Schools</small>	1	Feb 14 2018	Open	⋮
BCPS Parent Survey 2018 <small>Parent Survey for Schools</small>	Donna Boruch <small>Broward County Public Schools</small>	1	Feb 14 2018	Open	⋮
BCPS Staff Survey 2018 <small>Staff Survey for Schools</small>	Donna Boruch <small>Broward County Public Schools</small>	1	Feb 14 2018	Open	⋮

 [How surveys works](#)

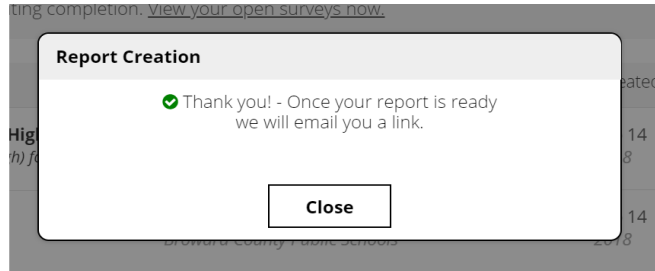
- For a more complete survey report, go to the three-dot menu to the right of the status (open).

Feb 14 2018	Open	⋮
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- View Summary Data
- Edit
- Download CSV
- Generate New Report
- Copy



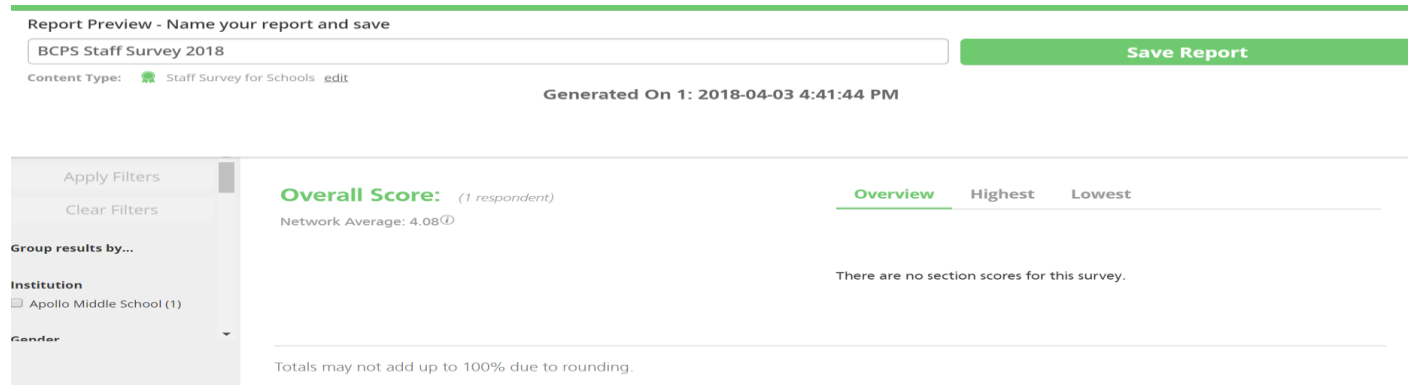
- Click on Generate New Report and you will see a window that says report creation
- When the report is created you will see the message below



- Close the window and you will receive an email with a link to the survey results – this can take a few minutes
This is what the email will look like:

Your report for the BCPS Staff Survey 2018 for Apollo Middle School is now available. Click on the link below to view.
<https://eprovesurveys.advanc-ed.org/surveys/#/preview-report?report=NDMxMjJfNjI5NDFFODYxMw==>
 This link will expire in 90 days.

- Click on the link and it will take you to the eProve survey login screen. Login again and you will see the report on the screen.

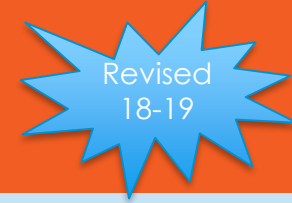


- Edit the name of the report (if you wish) and save the report.
- Once you save the report, you will see a screen with the ability to download the report as a pdf export.





Best Practice #4



CONTINUOUS IMPROVEMENT

☆ BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

School Level Strategic Plan Targets

Objective	2016	2017	2018	2019
Literacy and Early Learning - Math	50	53	56	59
Literacy and Early Learning - Reading	42	45	48	50



Goals, Strategies & Activities

Title 1 School Plan

BPIE Documents & Upload

SIP Manual/Documentation

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	325	156 of 205	-325	87	173

Download Band Data





Best Practice #4



CONTINUOUS IMPROVEMENT

- As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?
- What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?
- Describe in detail how the BEST Practice(s) will be scaled-up.





Best Practice #4



HIGH QUALITY INSTRUCTION

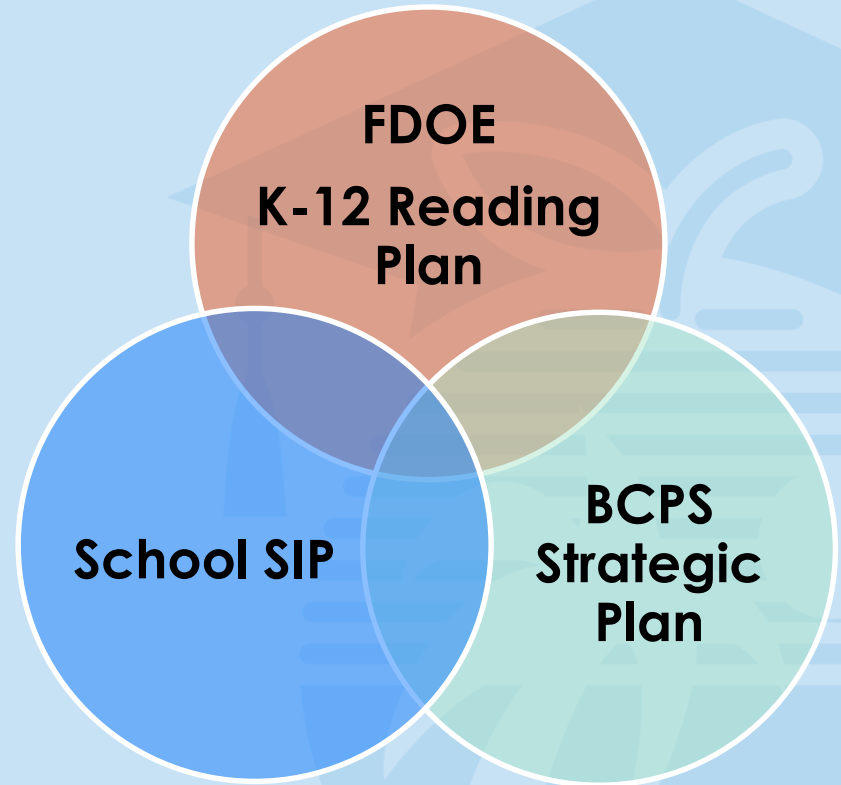
- What specific school-level progress monitoring data is collected and how often?
- How does the school ensure the fidelity of students not progressing towards school and district goals?
- How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?
- How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?
Elementary school focus: Balanced Literacy
- Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?



State, District, and School Goals Alignment

Key Concepts

- **Balanced Literacy /Standards-Based Tier 1 Core Instruction and Tier 2 and 3 Intervention Instruction**
- **Progress Monitoring Assessment Tools**
- **Appropriate Core, Supplemental, and Intervention Programs**
- **Professional Learning Communities**
- **Universal Design for Learning**
- **MTSS/RtI**



GOALS, STRATEGIES & ACTIVITIES

☆ School Improvement Plan: Goals, Strategies, and Activities.

For each Best Practice, describe the improvement goal with specific targets and create an action plan based on the elements below.

Goal	<input type="text"/>
Strategies/Activities	<input type="text"/>
Persons Responsible	<input type="text"/>
Deadline	<input type="text" value="mm/dd/yyyy"/>
Professional Development	<input type="text"/> (if needed)
Budget	<input type="text"/> (Accountability Dollars)
Monitoring	<input type="text"/>
Results	<input type="text"/>

School Goals:

- Based on Pre-Populated Targets
- Must have Literacy Goal
- SMART Goals need to include Specific Strategies
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SMART Goal

- **Specific:** explicit about what will change and when
- **Measurable:** quantified and tracked with assessments and other data
- **Attainable:** challenging and realistic
- **Results-focused:** direct impact student learning
- **Time-bound:** Goal has a specific timeframe for completion.



SIP RESOURCES

NEW!



- **Reading Decision Tree**
- **Literacy Field Guide**
- **FDOE Reading Plan**
- **Can Do Descriptors**

☆ RESOURCE DOCUMENTS

[SAM Rubric 2.0](#)

[SAM Administration Timeline](#)

[Reading Intervention Decision Tree ES](#)

[BCPS Literacy Guide](#)

[FLDOE Reading Plans](#)

[FLDOE Annual SPAR Report](#)

[Florida Continuous Management System \(CIMS\) Report](#)

[School Board of Broward County Policy 1403 Accountability and Improvement](#)

[School Board of Broward County Policy 1403-A Procedural Guidelines for School Accountability and Improvement](#)

☆ MORE RESOURCE DOCUMENTS

[School Board of Broward County Policy 1403-A Procedural Guidelines for School Accountability and Improvement](#)

[Florida State Statute 1001.42 – Powers and Duties of District School Board](#)

[Florida State Statute 1001.452 – District and School Advisory Councils](#)

[Office of School Performance and Accountability Website - Initiatives](#)

[Accreditation Information – AdvancEd Website](#)

[BPIE Crosswalk](#)

[SAC Frequently Asked Questions](#)

[SAC Meeting Minutes Template](#)



NEW WAIVERS for 2019-2020

ALL WAIVER INFORMATION CAN BE FOUND AT:
http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=5

Intent to Apply Form: Must be completed and submitted to the Coordinator of School Improvement no later than November 15th.

New Waiver Applications: Must be completed by February 8, 2018
Only schools that have completed an **Intent to Apply Form** and have been given permission to proceed may submit an application.

Special Note: Schedule Changes do not require a waiver. However, you must follow Article 15, Section K of the BTU Contract. Contact the Office Employee and Labor Relations for assistance.



A+ RECOGNITION FUND

All schools that qualify for A+ Funds *Must complete the process by February 1st as required by Florida Statute 1008.36:*

- Schools that sustain high performance by receiving a school grade of "A;" or
- Schools that demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade; or
- Schools that improve more than one letter grade and sustain the improvement the following school year; or
- Schools designated as Alternative Schools that receive a school improvement rating of "Commendable" or improve at least one level.

Information about the A+ Fund Process may be found at:

<https://www.browardschools.com/Page/34526>

Schools must place A+ documentation in the SAC Upload Center:

SAC Minutes, attendance and voting results for each A+ Recognition Funds Meetings

Information about Accountability Rules and School Grade Calculations

<http://www.fldoe.org/contact-us/search.shtml?q=School+Recognition+Fund>

Important Note - Florida Statute 1008.36 states:

"If school staff and the School Advisory Council cannot reach agreement by February 1, the award must be equally distributed to all classroom teachers currently teaching in the school."



SIP ACCESS FOR STAKEHOLDERS

The SBBC SIP public view site can be found by logging on to:

http://www.broward.k12.fl.us/ospa/sw_select_school.asp

**STAKEHOLDERS CAN VIEW ALL COMPONENTS OF
THE SCHOOL IMPROVEMENT PLANS
FOR EVERY SCHOOL**



3. SAC COMPOSITION REPORT & SAC BYLAWS



SAC COMPOSITION REPORT

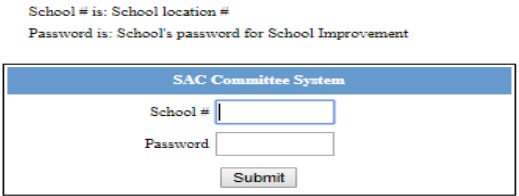
EACH SCHOOL'S SAC COMPOSITION REPORT IS MANDATED BY LAW

Section 1008.345(6)(c), Florida Statutes (F.S.), states:

Pursuant to s. 24.121(5)(d), F.S., the **department shall not release funds from the Educational Enhancement Trust Fund** to any district in which a school, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, does not have an approved school improvement plan, pursuant to s. 1001.42(18), F.S., after one full school year of planning and development, or **does not comply with school advisory council membership composition requirements pursuant to s. 1001.452, F.S.**



ACCESS SAC COMPOSITION REPORT


- Log on to <https://www.browardschools.com/Page/35320>
- Under **OSQ INITIATIVES** click on School Advisory Council (SAC)
- Under **QUICK LINKS** click on Online SAC Composition Program
- This is where you log in with your school location #
And the School Improvement #

- Complete the Online SAC Composition Program database.
- PDF the SAC Composition report and upload to SAC Upload Center

School Advisory Council (SAC)


SBBC POLICY 1403 SCHOOL ACCOUNTABILITY AND IMPROVEMENT:

Each school has a School Advisory Council (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

 SAC Composition Report

 SAC Upload Center

 SAC Manual/Documentation

 Waiver Application



SAC COMPOSITION REPORT

ONLY use the forms from this site for attendance report and sign in sheets for ALL SAC meetings
 Online SAC Composition Program



BROWARD SCHOOLS  **VIRTUAL COUNSELOR**
 POWERED BY THE DATA WAREHOUSE

Attendance Membership Sign In Sheets Report Help Logout



Committee Membership Maintenance						
ANNABEL C. PERRY PK-8 Committee Summary						
Total SAC membership	# Members:16	# Females:10	# Males:6	# Non SBBC Employees:10	# Parents:11	
SAC %		Females: 62%	Males: 38%	Non SBBC Employee: 62%	Parents: 69%	
SAC Demog:	White 6%	Black 88%	Hispanic 6%	Asian 0%	Am Indian 0%	Multi Racial 0%
School Demog SY: 2018	White 3%	Black 85%	Hispanic 15%	Asian 0%	Am Indian 0%	Multi Racial 2%
		Female 46%	Male 54%			


THIS IS A STATE MANDATED DOCUMENT THAT MUST TRULY REFLECT THE SAC MEMBERSHIP AT ALL TIMES



SAC BYLAWS TEMPLATE

SAC BYLAWS TEMPLATE CAN BE FOUND AT
http://www.broward.k12.fl.us/ospa/sac_bylaws/login.asp

School Advisory Council (SAC) ByLaws



Schools

School Number:

SBBC SIP Password:

School Year:

District

P Number:

Password:

School Year:

School Number is your school's location number

SBBC SIP Password is issued by the FLDOE. Your Instructional Facilitator can provide this for you.



SAC BYLAWS

- **School Advisory Councils should review their SAC Bylaws the periodically and make necessary revisions.**
- **School Advisory Councils need to review their Bylaws and revise them using the SAC Bylaws Template.**
- **Once the SAC Bylaws have been revised and approved, they need to be submitted through the SAC Documentation Upload on the SBBC SIP.**
- **Schools are also expected to post SAC Bylaws on their website, maintain a hard copy of their annual SAC Bylaws in the main office and should ensure that they are available for anyone who may wish to see them.**



SAC MEMBERSHIP

A majority (more than half) of SAC members must not be employed by the Broward County School District. Required members include the school Principal, BTU Steward, School Advisory Forum (SAF) Chair (Co-Chair) or designee, Community School Representative, ESE, ESOL, and Gifted parent representatives, and students (if applicable). The ESE, ESOL, and Gifted representative must be a parent of a student at the school. One SAC parent member will be elected as an Innovation Zone (IZ) representative.

SAC members will be elected by their respective peer groups (parents elected by parents, teachers by teachers, etc.) Vacancies will be filled by special elections as needed in the same general manner. Changes in the SAC Composition during the school year must be approved by the Office of Service Quality and noted in SAC meeting minutes.

All stakeholders are invited to attend SAC meetings as non-voting participants without regard to membership on the SAC.

Section 1. Voting: In accordance with the Sunshine Law, a vote of the membership will be taken. All votes must be conducted orally. All members of the Council shall have one vote each. A voting member must be present (in person, by phone, or Skype/Facetime/Google Hangout, Etc.) to vote. (See Section Article VI, Section 9.)

Section 2. Term of Membership: Members of the SAC should attend SAC meetings on a regular basis. A SAC member will be removed from membership after two (2) unexcused consecutive absences from properly noticed SAC meetings. Vacancies will be filled as described above.

Section 3. Length of Term: Members of the School Advisory Council shall be elected for year term(s).

Section 4. Announcement of an election must be made to the various peer groups at least one week in advance. Announcements will be distributed in a manner that ensures the widest dissemination possible within the peer group.

Section 5. Election of the faculty representatives will take place at a scheduled general faculty meeting.

Section 6. Election of the parent representatives will take place at a scheduled general meeting of parents.



SAC OFFICERS

Section 1. Officers of this committee will consist of a Chairperson and secretary.

Section 2. The officers shall be elected annually at the August meeting.

Section 3: Installation of new officers will be held at the First meeting of the school year.

Section 4: If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.

Section 5. Nominations of SAC Officers:

- A. 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. The nominating committee will present a slate of candidates for each office at which time nominations from the floor will be taken.
- C. Nominations for officers will be made from the floor at a School Advisory Council meeting.



SAC MEETINGS

The School Advisory Council shall meet regularly and the schedule of meetings for the year will be determined and published in September for the current school year. The SAC and School Advisory Forum (SAF) will schedule a joint meeting semi-annually. Notification of all regular meeting places will be included in the minutes.

Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers / guests may not vote on School Advisory Council issues.

Section 2. Attendance of SAC members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be sent to the Area Superintendent.

Section 3. Minutes of all meetings will be recorded by the Secretary or a designee. Minutes will be sent to the Area Superintendent, kept on file at the school and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted.



SAC MEETINGS

Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions made.

Section 4. Special meetings may be called by the or by notice of any three (3) members in writing to the .

Section 5. All scheduled meetings, meeting times, and places will be announced at least three days in advance. Any matter that is scheduled to come before the council for a vote requires at least 3 days advance written notice to all SAC members. Members must be advised of a change in the established date, time or location. All special meetings will require notification.

Section 6. SAC meetings will be scheduled at times and locations convenient for all stakeholders (parents, students, teachers, business persons, and members of the community).

Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. To establish a quorum, a majority of the membership of the council (more than half the members) must be present at the meeting.

Section 8. SAC meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. SAC meeting discussions will be restricted to those topics on the agenda. Other matters will be deferred to another SAC meeting, to the School Advisory Forum, the PTA/PTO, or the principal.

Section 9. Voting will be conducted orally by asking all in favor to say "Yea" and those opposed to say "Nay". If there is any doubt as to whether or not there is a majority for or against the vote, a roll call must be taken. Voting on high-stakes issues such as

Recognition Funds and Waivers shall be conducted by a roll call. All votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law). All votes will be scheduled early in the beginning of the agenda.



5. SAC MEETINGS

- **SUNSHINE LAW**
- **REQUIRED MINUTES**
- **ROBERTS RULES OF ORDER**



FLORIDA SUNSHINE LAW

The Sunshine law requires:

- School Advisory council (SAC) meetings are public meetings and subject to the Government in the Sunshine Law
- Meetings of boards or commissions must be open to the public;
- All meetings must be held in a facility or location accessible to the public reasonable notice of such meetings must be given, and
- Minutes of the meeting must be taken and open to public inspection
- Formal actions are considered binding only when made at meetings held in accordance with the Sunshine Law
- SAC members who knowingly attend a meeting not held in accordance with the provisions of the Sunshine Law are guilty of a misdemeanor

Links & Resources for Information Regarding Sunshine Law:

Government in the Sunshine Manual - <http://myfloridalegal.com/>



FLDOE SAC MEETING MINUTES TEMPLATE

Attendance:

List members and attendees.

Call to Order:

A meeting of the ___(name of school)___ School Advisory Council was held in the ___(place of meeting)___ on ___date___. Chair ___name___ called the meeting to order at ___time___.
Name___will record minutes for this meeting.

Minutes:

___(Name)___ motions to approve the minutes of ___(date)___, with the following corrections ___(detail the corrections)___ . Motion outcome. Note: nothing is ever erased from the minutes. Corrections are made in the margin and initialed. If wording is to be expunged, a line is drawn through the words that are to be expunged. Crossed out words should still be readable. When minutes are approved, the word approved and the secretary's initials and date of the approval are written next to the signature of the secretary OR a line can be provided at the bottom of the page that says "approval date". To correct minutes previously approved require a 2/3 vote ([Roberts Rules](#)). Minutes should be written "promptly" and distributed public as per Sunshine Law requirements.



FLDOE SAC MEETING MINUTES TEMPLATE

Old Business: Guidelines for Minutes guides regarding Sunshine Laws

1. Board members are not prohibited from using written ballots to cast a vote as long as the votes are made openly at a public meeting, and the ballots are maintained and made available for public inspection in accordance with the Public Records Act. A secret ballot violates the Sunshine Law. ([AGO 73-264](#))
2. “Minutes of Sunshine Law meetings need not be verbatim transcripts of the meetings; rather the use of the term "minutes" in [Section 286.011, Florida Statutes](#)., contemplates a brief summary or series of brief notes or memoranda reflecting the events of the meeting.”
3. Section. 286.011(2), F.S, provides, in part, that: "The minutes of a meeting of any . . . board or commission of any . . . state agency or authority shall be promptly recorded, and such records shall be open to public inspection."



FLDOE SAC MEETING MINUTES TEMPLATE

New Business: How to Write Meeting Minutes

1. The minutes provide a permanent record, provide a reference to check commitments and decisions, and provide a record of results for those who were not present at the meeting. Essential elements are noted, such as:
 - 1.type of meeting,
 - 2.name of the organization,
 - 3.date, time, and venue,
 - 4.names of those in attendance, and
 - 5.main topics and the time of adjournment.
2. Minutes should include approval of previous minutes, and all resolutions. Taking minutes is not the same as taking dictation. **Record what is done, not what is said.** Do not reflect personal opinions about anything that is said or done.
3. Sunshine Law requires “prompt” minutes. Benefits of prompt minutes include easier writing of the minutes while memory is fresh, and it is very important in helping the chair create the next meeting agenda.
4. Record the motions made and the names of people who originate them. You do not need to record the name of the “second” to the motion pursuant to [Robert’s Rules](#). (Individual societies may decide to record seconds to the motion). Record whether motions are adopted or rejected, how the vote is taken (i.e., by show of hands, voice or other method). Write the names of the attendees who approve or oppose each motion if there is a split vote. The SAC may wish to use *motion forms* to ensure accurate wording of all motions. Refer to the form for specific wording when completing the minutes. Do not record motions that are withdrawn, all points of order, and appeals.
5. Attach long resolutions, reports or other supplementary material to the minutes as an appendix.

Helpful Hint: Use the agenda for the meeting as an outline so that you can jump right to the topic without a pause and kept the order of minutes aligned to the agenda. Throughout the agenda, the chair should use suggested time limits for discussion/items on the agenda.



ROBERTS RULES OF ORDER

"The application of parliamentary law is the best method yet devised to enable assemblies of any size, with due regard for every member's opinion, to arrive at the general will on the maximum number of questions of varying complexity in a minimum amount of time and under all kinds of internal climate ranging from total harmony to hardened or impassioned division of opinion."
[Robert's Rules of Order Newly Revised [RONR (11th ed.)], Introduction, p. liii]

Simplified Roberts Rules of Order:

http://www.intelec.org/public_docs/intSimplifiedRobertsRulesofOrder.pdf

Training Videos for Roberts Rules of Order and the Sunshine Law:

http://www.broward.k12.fl.us/talentdevelopment/html/committee_training-new.html



6. SIP COMPONENTS

- **ATTENDANCE PLAN**
- **FACE PLAN**
- **MTSS/RtI PLAN**
- **TITLE 1 ADDENDUM**
- **BEHAVIOR PLAN**
- **SEL PLAN**
- **SCHOOL GUIDANCE PLAN**
- **BPIE**



ATTENDANCE PLAN

DISTRICT CONTACT:

Phillip Shaver, Coordinator of District Attendance,
Student Services Department, 754-321-1623



ATTENDANCE PLAN

DISTRICT CONTACT:

Phillip Shaver, Coordinator of District Attendance,
Student Services Department, 754-321-1623

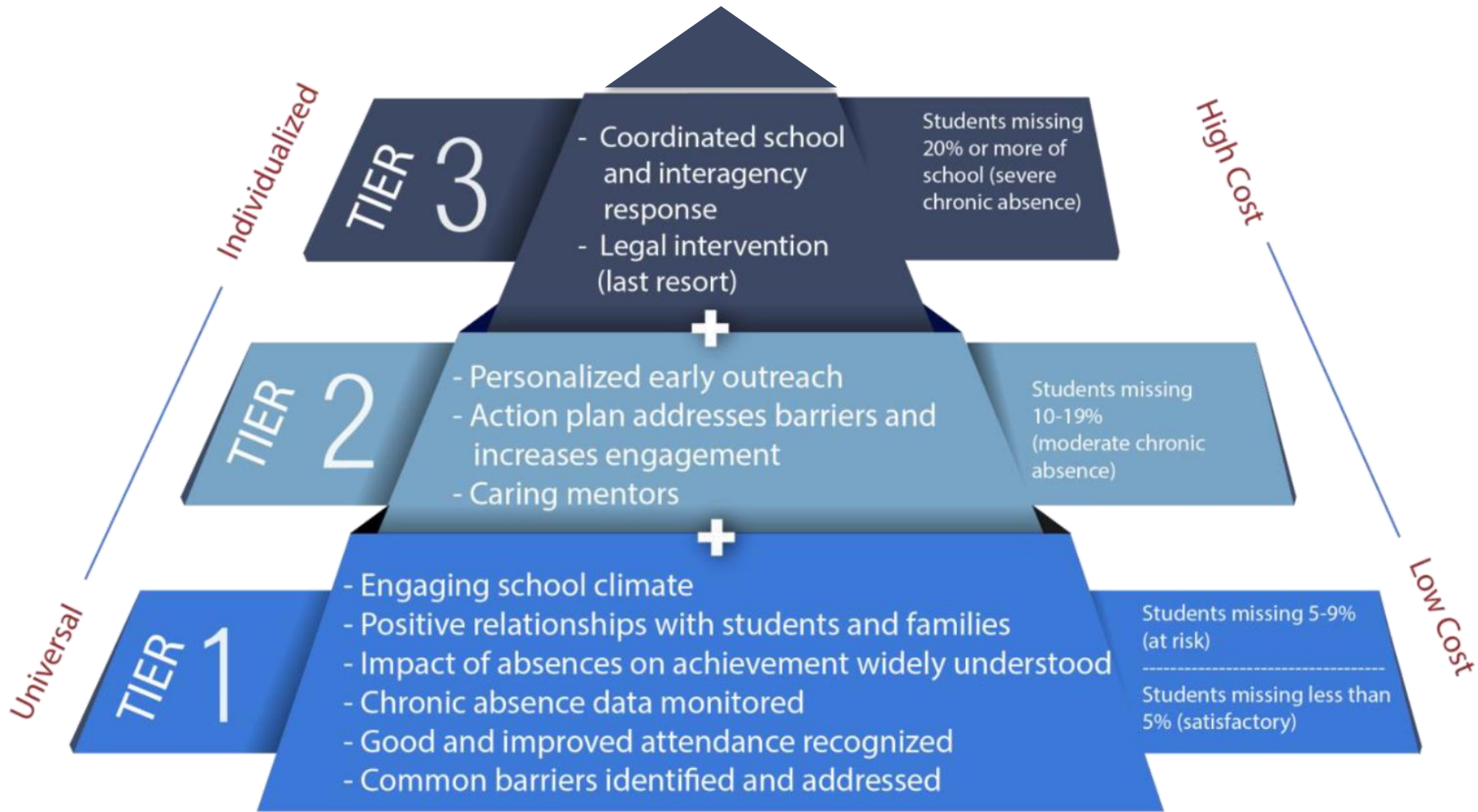


PLAN STRUCTURE: Attendance Plan

- ❑ **Data** (generated by Student Assessment & Research)
- ❑ **Goals** for the Attendance Plan (Data Analysis with Goals)
- ❑ **Tier 1:** Strategies
- ❑ **Tier 2:** Strategies and Interventions
- ❑ **Tier 3:** Individualized Responses and Legal Interventions



Attendance Plan: Tiers and Strategies



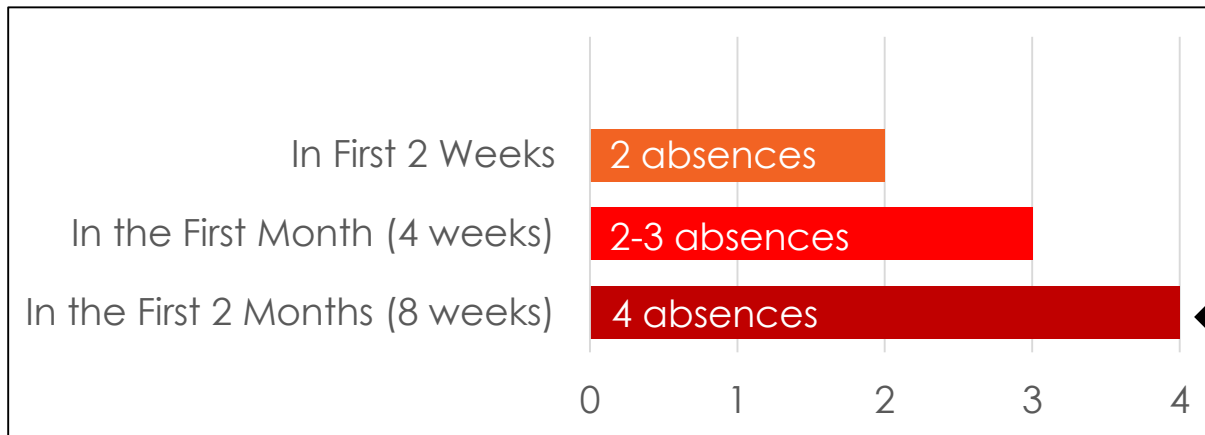
Attendance Plan: Chronic Absenteeism

BCPS Definition

Chronic Absenteeism: Missing 10% or more of school days.

We use the 10% definition to promote the use of early warning systems.

- ✓ Chronic absence (missed 10% or more of school days) in the prior year.
- ✓ Starting at the beginning of the school year, student has:



Missing 10%
any time after.



Attendance Plan: Data

- Updated data will be included in the Attendance Plan online at OSPA Central 2.0

1 st Semester only (2017/18)		Satisfactory (0-4.9% absences)		At-Risk 5-9.9% absences		Chronic Absences (10-19.9% absences)		Severe Absences (20% or more)	
Grade	Total # of students	#	%	#	%	#	%	#	%
9 th									
10 th									
11 th									
12 th									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)

2nd Semester only (2017/18)		Satisfactory (0-4.9% absences)		At-Risk 5-9.9% absences		Chronic Absences (10-19.9% absences)		Severe Absences (20% or more)	
Grade	Total # of students	#	%	#	%	#	%	#	%
9 th									
10 th									
11 th									
12 th									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)



Attendance Plan: Goals

- **Analyze school-wide data for each semester with the SIP team.**
- **An emphasis on early grades in elementary (K & 1) and high school (9 & 10). *All grades in middle school (6, 7, 8).***
- **Set SMART goals for each semester.**
- **District Goal is to reduce chronic absenteeism by at least 1% each year.**



Attendance Plan: Tiers and Strategies

Tiers for attendance strategies include:

- A. Monitor Data**
- B. Engage students and Families**
- C. Recognize good and improved attendance**
- D. Provide personalized outreach**
- E. Remove barriers**

Tier 1: Strategies aimed at all students and families.

Tier 2: Strategies for students with at-risk attendance and a history of chronic absenteeism.

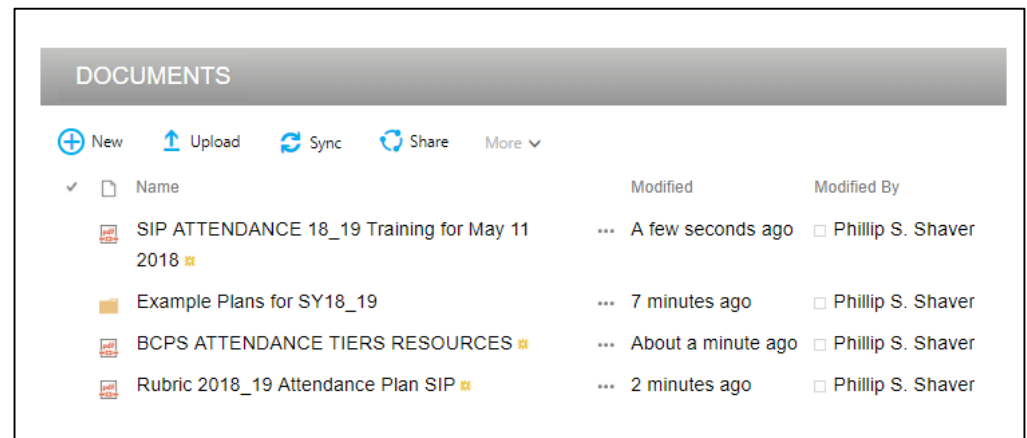
Tier 3: Coordinated school and district responses. Partnerships with other agencies to assist in providing family support and legal interventions.



RESOURCES TO HELP WITH THE PLAN

WHERE CAN YOU FIND RESOURCES?

1. At the bottom of the Attendance Plan online at OSPA Central 2.0.
 2. Intranet @ [Student Services > Attendance](#) > SIP Attendance 2019
- **Example Plans** – ***NEW*** What should your plan look like?
 - **RUBRIC** – How do you know if the plan has what it needs?
 - **TIERS RESOURCES** – A bank of examples that can be included in your plan.
 - **Policy 5.5: Attendance**



The screenshot shows a 'DOCUMENTS' interface with a table of files. The table has columns for Name, Modified, and Modified By. The files listed are:

Name	Modified	Modified By
SIP ATTENDANCE 18_19 Training for May 11 2018	A few seconds ago	Phillip S. Shaver
Example Plans for SY18_19	7 minutes ago	Phillip S. Shaver
BCPS ATTENDANCE TIERS RESOURCES	About a minute ago	Phillip S. Shaver
Rubric 2018_19 Attendance Plan SIP	2 minutes ago	Phillip S. Shaver



RESOURCES TO HELP WITH THE PLAN

- RUBRIC – Rating to be led by SSW. Shared by SIP Team.
- TIERED STRATEGIES RESOURCES.

Attendance Plan Rubric School Improvement Plan 2017/18

Plans should include strategies and interventions to address the following core ingredients:
 A. Monitor data
 B. Engage students and families
 C. Recognize good and improved attendance
 D. Provide personalized outreach
 E. Remove barriers

Goals	4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
(School data analyzed and aligned with attainable goals for semester/year.)	Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. School-wide goals reflect District goal to reduce.	Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. School-wide goals reflect District goal to reduce.	Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. School-wide goals reflect District goal to reduce.	Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. School-wide goals reflect District goal to reduce.

Attendance Plan Rubric School Improvement Plan 2017/18

Plans should include strategies and interventions to address the following core ingredients:
 A. Monitor data
 B. Engage students and families
 C. Recognize good and improved attendance
 D. Provide personalized outreach
 E. Remove barriers

Goals	4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
(All students and community)	Plans include strategies and interventions to address the following core ingredients: A. Monitor data B. Engage students and families C. Recognize good and improved attendance	Plans include strategies and interventions to address the following core ingredients: A. Monitor data B. Engage students and families C. Recognize good and improved attendance	Plans include strategies and interventions to address the following core ingredients: A. Monitor data B. Engage students and families C. Recognize good and improved attendance	Plans include strategies and interventions to address the following core ingredients: A. Monitor data B. Engage students and families C. Recognize good and improved attendance

Attendance Plan Rubric School Improvement Plan 2017/18

Plans should include strategies and interventions to address the following core ingredients:
 A. Monitor data
 B. Engage students and families
 C. Recognize good and improved attendance
 D. Provide personalized outreach
 E. Remove barriers

Goals	4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
(Students and families with at-risk attendance and a history of chronic absenteeism)	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of positive reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for early outreach and continued outreach. E. At least two strategies to remove barriers to attendance for students. Additional school strategies in place to improve attendance for students with severe absenteeism.	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students.	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students.	Informational core plan A. Monitor data B. Engage students and families C. Recognize good and improved attendance D. Provide personalized outreach E. Remove barriers

Attendance Plan Rubric School Improvement Plan 2017/18

Plans should include strategies and interventions to address the following core ingredients:
 A. Monitor data
 B. Engage students and families
 C. Recognize good and improved attendance
 D. Provide personalized outreach
 E. Remove barriers

Goals	4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
(Highest level of need: Chronic/severe absenteeism)	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of positive reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students.	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students.	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students.	Informational core plan A. Monitor data B. Engage students and families C. Recognize good and improved attendance D. Provide personalized outreach E. Remove barriers

BROWARD COUNTY PUBLIC SCHOOLS

24/7 205 DAYS ATTENDANCE COUNTS! ALL DAY, EVERY DAY.

TIERS OF INTERVENTION TO IMPROVE ATTENDANCE

A. MONITOR DATA

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> Create a school team that regularly review all student and differ 	<ul style="list-style-type: none"> Review attendance every week for 	<ul style="list-style-type: none"> Identify which, and how many,

B. ENGAGE STUDENTS AND PARENTS

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> Create student Provide Keep has resp Cult stud Offe to e Pro stud and Creat attend Gre in th Beir exp Creat need to su 		

C. RECOGNIZE GOOD AND IMPROVED ATTENDANCE

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> Invite parents and community members to help address the barriers that keep children from attending school. Strategies could include: <ul style="list-style-type: none"> A school breakfast program and/or food pantry to address hunger and nutrition needs A safe walk to school program to address a community safety Health interventions such as flu shots, dental checkups and asthma management plans A clothing drive for winter coats or school uniform exchange Adoption of a school climate initiative aimed at improving approaches to student discipline and creating a more welcoming environment 	<ul style="list-style-type: none"> Identify barriers to attendance, such as health, transportation or housing Involve public agencies and community partners and resources as needed to address barriers to attendance Provide families with information on community resources that can help overcome barriers Connect families with school-based resources that can support good attendance 	<ul style="list-style-type: none"> Implement agreed upon family intervention plan. Monitor for progress Connect students with chronic physical and mental health issues to medical providers

D. Provide Personalized Early Outreach

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days

E. REMOVE BARRIERS TO ATTENDANCE

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days



RESOURCES TO HELP WITH THE PLAN



- **Tier 1 Strategies for Attendance** – Address all five core ingredients school staff, and community stakeholders. This is where you cast the largest audiences.

A. Monitor Data

- The administrator responsible for school attendance will ensure Brainmark training for taking classroom attendance at the site
- Maintain a record of teachers that have completed the train
- Monitoring attendance-taking procedures will take place requested by administration.
- Twice each quarter, School Counselors will monitor BASIS and school-wide recognitions.
- At the beginning of each month, the administrative team will current year attendance categories to monitor improvement initiatives.

B. Engage Students and Families

- School staff will be encouraged to reach out to parents by importance of attendance in the early grades.
- Principal will provide monthly updates via ParentLink on Attendance and the Chronic Absenteeism categories, celeb more.
- Front office staff will meet each month to discuss customer s for ensuring a welcoming environment when visitors enter the staff.
- School Twitter account will follow and re-tweet relevant mess Messages on the school website will be positive and supporti
- The Attendance Phone line will be checked and cleared dai

C. Recognize Good and Improved Attendance

- The administrator responsible for attendance will ensure that District-wide Attendance recognition events (certificates, Marlinis, etc.)
- School-based attendance recognition events will occur the quarterly certificates and school-based attendance recogr assemblies.

D. Provide Personalized Outreach

- School staff will host a transition meeting for students moving t the team of teachers, four the school, and learn about the child's academic success through their senior year.
- Attendance will be included on all student report cards.
- Integrate information about chronic absence into parent pr school year.

E. Remove Barriers

- This school provides free breakfast for all students, every scho
- A bike rack enclosed in a lock gate is available for students t school begins and is unlocked and monitored by staff after s
- The Community Liaison from Family and Community Engage year to inform parents about services, programs, and District

Student Services Department
ELEMENTARY EXAMPLE: SIP Attendance Plan 2018/19



- **Tier 2 Strategies and Interventions to Improve Attendance** – Address all five core ingredients. Tier 2 identifies students using early warning indicators to make connections with students and families at the onset of the school year or emergence of patterns of non-attendance. Early warning indicators include prior year chronic absenteeism, 3 or more absences in the first 4 weeks of enrollment, more than 10% of school days absent in any time period from the beginning of enrollment.

- **Tier 2 represents between 10-20% of students at all schools in Broward County. This is true at individual schools and across the District.**

- **Chronic Absenteeism:** Absent for 10% or more school days. These absences include excused, unexcused, and suspensions as days of instruction missed.

Tier 2

A. Monitor Data

- Each week, the leadership team will review the non-attendance report from Opti-Spool during leadership meetings. Students will be identified, and teachers will be notified which of their students might be at-risk.
- Weekly, using BASIS, the leadership team will identify students that have enough absences to be considered chronically absent.
- Teachers will monitor attendance using Pinnacle and BASIS and consult with support staff for help i redirecting absenteeism behavior.
- School Counselors, will monitor attendance with the leadership team to help identify students that ma have a need for more wrap-around services.

B. Engage Students and Families

- School Counselors, as part of the leadership team and support, will reach out by phone to speak wit parents of chronically absent students to identify any needs for support to the family.
- If needed, parents and student will work with the School Counselor or School Social Worker to develop a personalized "Student Success Plan for Attendance" to make sure the child doesn't miss too many day and get back on track with good attendance. There is a correlation between good attendance and goo academic performance.
- Staff will help identify any family needs and connect the family with services (food pantry, clothi assistance, literacy programs, transportation).

C. Recognize Good and Improved Attendance

- We will work with students and families to set attendance goals and time frames that are attainable to hel improve attendance for at-risk or chronically absent students.
- Recognize these students routinely for good and improved attendance. Positive reinforcement and trusti relationships with staff improve attendance.

D. Provide Personalized Outreach

- Our school will utilize "Attendance Buddies." Adults and responsible students volunteer to partner with a risk students to form relationships that encourage better attendance.
- Parent-Teacher Conferences with support staff will be scheduled to discuss absences and challenges t identify the barriers we may be able to assist with.

E. Remove Barriers

- Involve public agencies, community partners, and resources as needed to address barriers identifi through parent conferences, communications with family, or other sources.
- Involve the school nurse when necessary to follow-up on medically related absences and train staff t recognize signs of illness.
- Connect families with the School Social Worker to provide insight as to the role of a School Social Worke establish a relationship, and provide clinical support and services.

Student Services Department
MIDDLE SCHOOL EXAMPLE: SIP Attendance Plan 2018/19



- **Tier 3 Interventions** – Address all five core ingredients. Tier 3 is the highest level of intervention and support for students that are absent 20% or more school days during the year.
- **At most schools, Tier 3 interventions are needed for less than 5% of the student population.**

Tier 3

A. Monitor Data

- Identify students with a history of severe chronic absenteeism (missing more than 20% of a school year).
- Leadership team will monitor the non-attendance report from Opti-Spool, data from BASIS to identify students that are missing too many school days.
- Attendance data is one of the main metrics brought to discussion for Collaborative Problem-Solving Team (CPST) and Response-to-Intervention (RTI). Attendance data may help uncover bigger issues the student or family are experiencing.

B. Engage Students and Families

- Refer students to appropriate service agencies (social services, human resources, counseling, housing, the HEART team for homeless education, or health services). When appropriate, a truancy petition
- Share data with appropriate agencies and ensure that agencies are using chronic absence as an indicator for assisting families.
- Utilize best practices from schools within the District that have been able to decrease chronic absences and increase satisfactory attendance.
- Work with students and parents that have been flagged by the Division of Highway Safety and Motor Vehicles to resolve suspended licenses with a plan to meet attendance goals and restore driver's license or permit.
- Involve parents and agencies prior to initiating severe consequences related to truancy.

C. Recognize Good and Improved Attendance

- For the students at Tier 3, appropriate positive reinforcements will be included in their "Attendance Success Plan" to support continued improved attendance. This plan will be developed with the parents, School Counselor, and School Social Worker. Plans and goals will be shared with the child's teachers.
- Tangible incentives may be utilized to help students and parents improve attendance.

D. Provide Personalized Outreach

- Ensure continued positive and regular contact with the family.
- Check-in on "Attendance Success Plans" and communicate with parents at regular intervals. If the plan is not referenced regularly with positive reinforcement, the plan is not being supported.
- Consult with the School Social Worker as a resource for helping families with attendance problems.
- When the student misses school, ensure the assigned personnel is following up on each absence.

E. Remove Barriers

- Implement agreed upon family intervention plan. Monitor for progress.
- Connect students with chronic physical and mental health issues to medical providers.
- For cases of suspected abuse, neglect or endangerment, contact the appropriate agencies to report.

Student Services Department
HIGH SCHOOL EXAMPLE: SIP Attendance Plan 2018/19



FACE PLAN

(Family and Community Engagement)

District contact:

Nadia Clarke, Assistant Director

Tonya Brown, Instructional Facilitator

Office of Family and Community Engagement, 754-321-1599



Family and Community Engagement

Our purpose is for families to be full partners with school staff and members of the community in the work of supporting and sustaining excellence in Broward County Public Schools.



From “Involvement” to “Engagement”

Involve is “to enfold or envelope”

Identifying projects, needs, and goals and then telling parents how they can contribute



Engage is “to come together and interlock”

Listening to what parents think, dream, and worry about with a goal of not to serve clients but to gain partners



Involvement implies *doing to*; in contrast, **Engagement** implies *doing with*



Engagement Goal

The environment or culture in which engaging programs take place must consider and plan for:

- Families to feel welcomed, valued, and respected by program staff
- Two-way communication and relationship building with families to meet changing family and community circumstances
- Opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.



FACE Plan in SIP Strategy #1

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

Engagement Goal: The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families to meet changing family and community circumstances; opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Review customer service expectations with staff	Within the first 30 days	After viewing the customer service document created for the 2016-17 FACE Plan, consider 2 scenarios: one providing an example of a good interaction and one that should be improved. Complete "Customer Service" document as a team.		Provide exceptional customer service to families and community stakeholders.		Upload Customer Service activity.



Strategy #1

Review customer service expectations with staff.

After reviewing the customer service document created for the 2016-17 FACE Plan,

- Identify a positive interaction in which good customer service is demonstrated. Elaborate on the positive features of the interaction.
- Identify an interaction that could have been handled differently. Elaborate on the scenario and discuss what will be done to improve such interactions in the future.



Strategy #1



FAMILY AND COMMUNITY ENGAGEMENT PLAN 2018/2019

Customer Service

Directions: After viewing the customer service document created for the 2016-17 FACE Plan, consider two scenarios: one providing an example of a good interaction and one that should be improved. Identify a positive interaction that demonstrates good customer service. Elaborate on the positive features of the interaction. Identify an interaction that could have been handled differently. Elaborate on the scenario needing improvement and identify actions to improve the level of customer service in the future.

Scenario One:

Identify positive features of this interaction:

Scenario Two:

Identify actions to improve the level of customer service in scenario two:

Comments:



FACE Plan in SIP Strategy #2

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

Engagement Goal: The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families to meet changing family and community circumstances; opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Connect families with school, district and local community resources.	Upload documents by the fifth week of each quarter.	Convene a FACE Resource Team comprised of one representative from administration, instructional, paraprofessional, cafeteria, custodial, after school program, social worker, and school counseling. Meet once each quarter to identify needs of community and discuss available school/ community resources and services for families that will minimize barriers - food, shelter, illnesses, hardship assistance, job referral agencies, etc. Update FACE SPACE with relevant information based on identified needs. Complete "Program Services" document.		Provide ongoing updated relevant resources to families and the community		Photos of updated FACE space; Upload completed Programs and Services sheet; Upload FACE Resource team members.



Strategy #2:

Connect families with school, district and local community resources.

- Convene a FACE Resource Team (administration, instructional, paraprofessional, cafeteria, custodial, after school program, social worker, and school counseling).
- Meet once each quarter to identify needs of community and discuss available school/ community resources.
- Update FACE SPACE with relevant information based on identified needs.



Strategy #2

Programs and Services Checklist



**Family and Community
Engagement**

Programs and Services Checklist: This checklist helps take inventory of the programs and services in the community that will benefit students and families. The objective is to provide updated relevant resources to families.

Programs And Services	Assigned to (school staff):	Organization or District Department:	Program Administrator / Contact:
Academic Enrichment/ Tutoring/Remedial Education			
Adult Education/ GED/Literacy			
Arts, Music, and Cultural Programs			
Before- and/or After-School Programs, Summer programs			
Community Service/ Service Learning			



FACE Plan in SIP Strategy #3

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

Engagement Goal: The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families to meet changing family and community circumstances; opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Recognize the cultural uniqueness of families served in the school/community.	Between the 5th and 6th week of school	Based on information provided by cultural ambassador/resident expert, identify ways that values and traditions of the community will be incorporated in your school's culture. (ex. serving dishes from a particular culture during school events; acknowledging traditions and holidays; signage in different languages, etc.) Print and complete Cultural Awareness sheet.		Bridge the Cultural Gap between Families & Staff		Upload completed Cultural Awareness sheet.




Strategy #3

Recognize the cultural uniqueness of families served in the school/community.

- Identify ways that values and traditions of the community will be incorporated in your school's culture (ex. serving dishes from a particular culture during school events; acknowledging traditions and holidays; signage in different languages, etc.).



Strategy #3

 <p>FAMILY AND COMMUNITY ENGAGEMENT PLAN 2018/2019</p>
<h2><u>Cultural Awareness</u></h2>
<p>Based on information provided by cultural ambassador / resident expert, identify ways that values and traditions of the community are incorporated in your school's culture. (ex. serving dishes from a particular culture during school events; acknowledging traditions and holidays; signage in different languages, etc.)</p>
<p>Culture:</p> <hr/>
<p>How is the school acknowledging this culture?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Comments:</p> <hr/> <hr/> <hr/>



FACE Plan in SIP

Strategy #4

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

Engagement Goal: The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families to meet changing family and community circumstances; opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Continue the “Catch Them Being...” program recognizing individuals supporting a positive environment/culture in your school.	Monthly	During a staff meeting, highlight a faculty and/or staff who have been “Caught Being Great”. Have the individual(s) complete the form and share with peers the specific steps or actions taken to achieve the accolade/recognition. Complete "Catch Them Being Great" document.		Provide incentives to maintain a positive school environment		Upload the completed Catch them Being Great form and a list of staff who were "Caught Being Great".



Strategy #4

Continue the Catch Them Being Great Program

During a staff meeting, highlight a faculty and/or staff who have been “Caught Being Great”. Have the individual(s) share with peers the specific steps or actions taken to achieve the accolade/recognition.

Example...Mr. Smith really knows how to make families feel welcome.

Steps/actions Mr. Smith exhibits to help families feel welcome.

- Warm genuine smile
- Greets parents by name
- Gives his fullest attention
- Has open body language
- Consistent communication about student's progress



Strategy #4



FAMILY AND COMMUNITY ENGAGEMENT PLAN 2018/2019

Catch Them Being Great

Directions: Share the specific steps or actions taken to achieve the accolade/ recognition.

Reason for recognition:

Actions taken to achieve the accolade/ recognition.



FACE Plan in SIP

Strategy #5

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

Engagement Goal: The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued, and respected by program staff; two-way communication and relationship building with families to meet changing family and community circumstances; opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Share Social and Emotional Learning Competencies with families	1 st Semester	Distribute SEL competencies to families (https://casel.org/wp-content/uploads/2017/01/Competencies.pdf) and/or facilitate a workshop for families on modeling behaviors that promote SEL skills at home. Information can be found at https://www.browardprevention.org/instructional-strategies/social-emotional-learning/		Provide tiered support for Social Emotional Learning		Upload copy of sign-in sheets.



Strategy #5

Share Social and Emotional Learning Competencies with Families

- Distribute SEL competencies to families
- Facilitate a workshop for families on modeling behaviors that promote SEL skills at home.

Information can be found at

www.browardprevention.org/instructional-strategies/social-emotional-



Strategy #5

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



Questions and Support

Tonya Y. Brown

**Office of Family and Community
Engagement**

754-321-1599

tonya.y.brown@browardschools.com



MTSS/RtI ACTION PLAN

Self-Assessment of Multi-Tiered System of Supports (SAM)

DISTRICT CONTACT:

Adrienne Dixson, RtI Specialist,

Diversity, Prevention & Intervention Department, 754-321-1691



Self-Assessment of Multi-Tiered System of Supports (SAM) **MTSS/RTI ACTION PLAN**



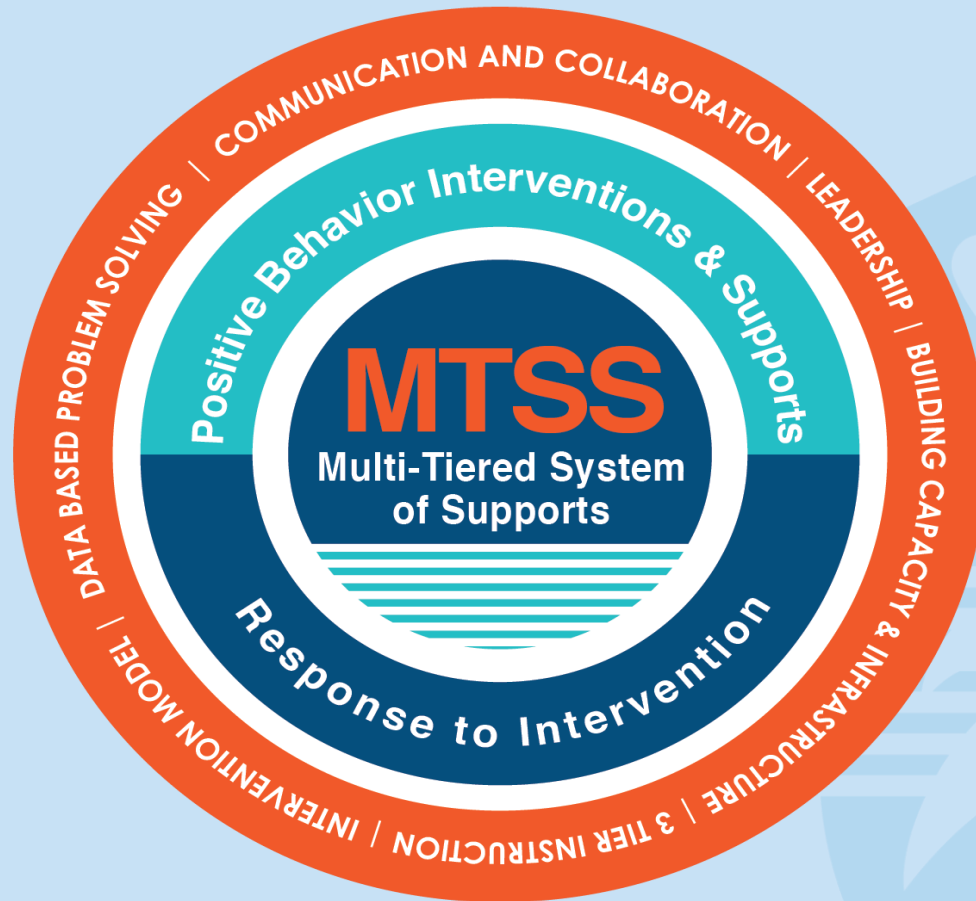
Diversity, Prevention & Intervention
District MTSS Instructional Facilitators

Adrienne Dixon-Paul, Specialist, RTI

754-321-1655



MTSS Overview



The MTSS framework includes all the components of RtI and PBIS in its structure.



Law and Policy

- **Every Student Succeeds Act (ESSA)**
- **Broward County Public Schools Strategic Plan**
- **BEST Blueprint**
- **Florida Rule 6A-6.0331(1) (e) F.A.C.,**
- **BCPS Policy 6000.1, Student Progression Plan**
- Establishes Response to Intervention (RtI) as a key framework to be implemented by all schools to improve the academic, behavioral and social-emotional outcomes for all students.
- Also, requires that schools implement a multi-tiered system of supports with evidence-based interventions and supports to address identified area(s) of concern in the general education environment for all students.



Response to Intervention

Response to Intervention (Rti)

is the **practice** of (1) providing **high quality instruction and intervention** matched to student needs and (2) using **learning rate over time** and **level of performance** to (3) make important educational decisions

Problem-Solving:

is the **process** that is used to develop effective instruction/interventions

BASIS

is the **tool** we utilize to document student information



Positive Behavior Intervention & Supports

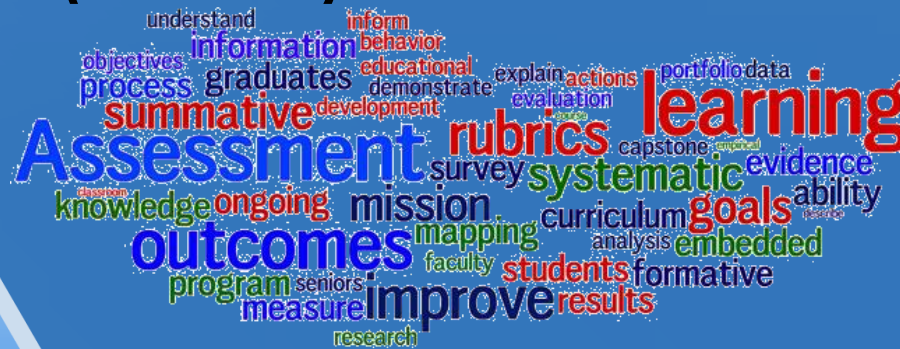
- **Positive Behavior Interventions and Supports** is a set of planned, integrated, school-wide approaches that help schools to address **positive school climate and safety, classroom discipline and behavior management, and student self-management.**
- **Schools implement** a continuum of interventions and supports to address social, emotional, and/or behavioral challenges to create positive school environments.





*A Multi-Tiered
System of Supports*

SELF-ASSESSMENT OF MULTI-TIERED SYSTEM OF SUPPORTS (SAM) INSTRUMENT



100% SAMS Completed

HIGH FIVE

WAY TO GO

CHEERS

CONGRATS

HOORAY



SAM 2017 - 2018 Report



5/9/2018

District Name: Broward

District Coordinator: Kelly Justice, USF

Number of Schools Participating: 236

Thank you for your completion of the Self-Assessment of MTSS Implementation (SAM). Your district's completion of the SAM will provide us with important information as we continue to develop and refine this instrument.

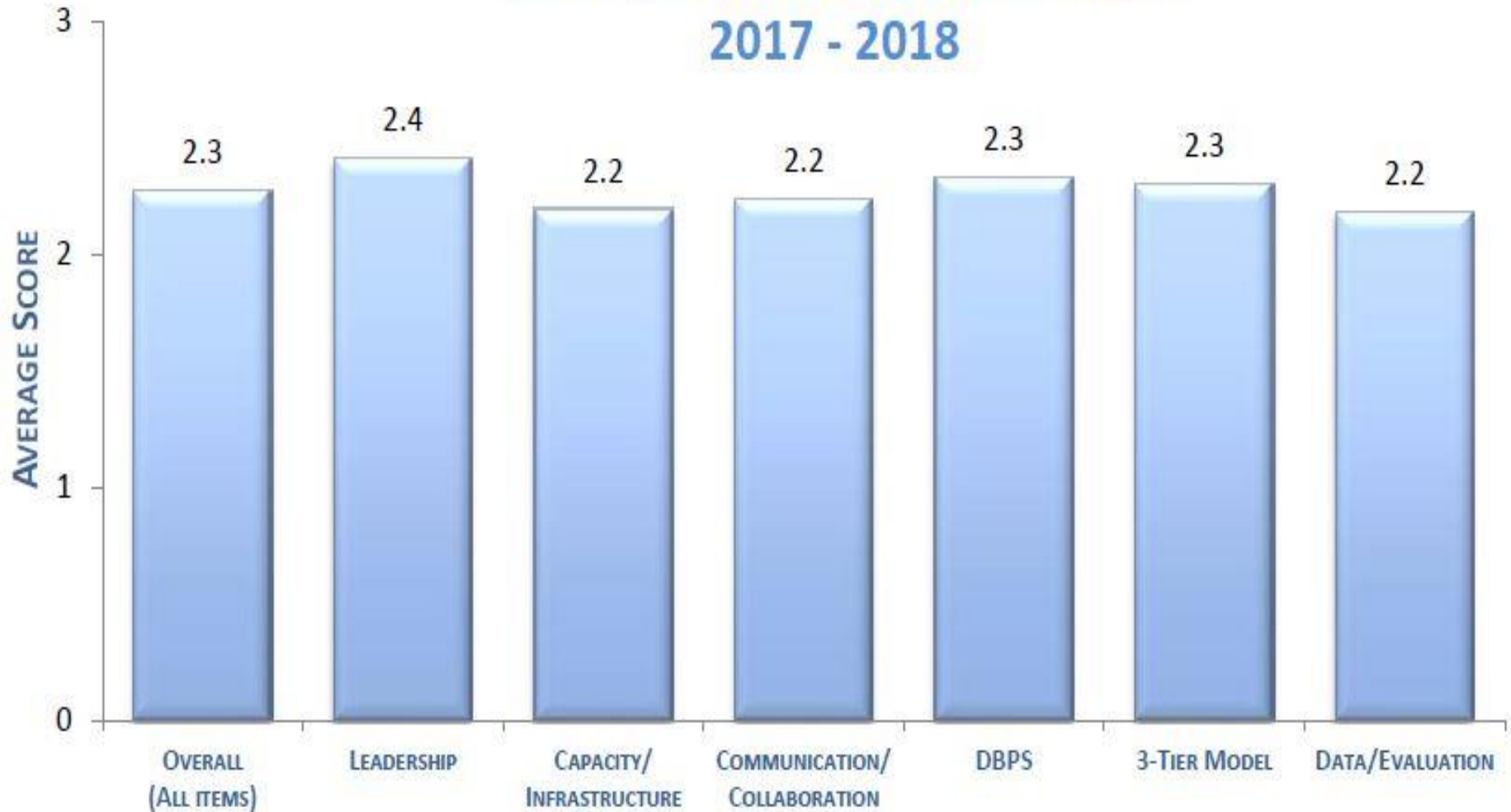
This report is designed to provide you with information about how the schools in your district are rating their implementation of a multi-tiered system of support (MTSS). It is also important to consider that the data in this report reflects only those schools that participated in the pilot. On the final page of this report is a complete list of schools that completed the the SAM in your district.



Broward County Public Schools

DISTRICT DOMAIN AVERAGES

2017 - 2018



MTSS 14 Critical Elements



MULTI-TIERED SYSTEM OF SUPPORTS 14 CRITICAL ELEMENTS

Leadership Domain

1. The principal is actively involved in and facilitates MTSS implementation.
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation and is responsible for facilitating MTSS implementation.

Building the Capacity and Infrastructure for Implementation Domain

3. The critical elements of MTSS are defined, understood and implemented by staff.
4. Schedules provide adequate time for data-based problem solving and multiple tiers of instruction/intervention.
5. Processes, procedures, and decision rules are established for data-based problem solving.

Communication and Collaboration Domain

6. The infrastructure exists to support and actively engage families and the community in MTSS.

Data Based Problem-Solving Domain

7. Data-based problem-solving for student outcomes occurs across content areas, grade levels, and tiers to identify gaps between expected and current outcomes.
8. Data are used to develop plans based on verified reasons of why students are not meeting expectations.
9. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are continuously monitored for effectiveness.

Three Tiered Instructional and Intervention Model Domain

10. Universal (Tier 1) academic, behavior, and social-emotional practices exist that clearly identify learning standards, school wide expectations for instruction that engages students.
11. Tier 3 practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Universal (Tier 1) and Targeted/Intensive (Tier 2/Tier 3) instructional goals and strategies and are monitored using assessments/data sources that link directly to skills taught.

Data Evaluation Domain

12. Criteria and procedures for data-based decision-making are established to create intervention plans.
13. Staff understand, have access to, and utilize multiple data sources to monitor intervention plans.
14. Data sources are monitored to evaluate fidelity and impact of intervention plans.

*Quality MTSS implementation is associated with 6 domains and 39 elements, the identified 14 elements are key to the initial development of systematic planning and problem-solving processes at the school level.



SAM Administration Timeline

7.	<ul style="list-style-type: none"> Complete MTSS/RtI Action plan in SIP Address lowest levels of implementation (Minimum of 2 SAM domains) 	<p>TBD Due with School Improvement Plan</p>	<p>Principal and School-based Leadership/CPS Team</p>	<ul style="list-style-type: none"> Support provided during school improvement training MTSS/RtI Action Plan created in the School Improvement Plan (SIP)
8.	<ul style="list-style-type: none"> Share MTSS/RtI Action Plan and SAM report all faculty and stakeholders Monitor progress and evaluate expected outcomes at a minimum quarterly 	<p>September 2018</p>	<p>Principal and School-based Leadership Team</p>	<ul style="list-style-type: none"> Ensure all faculty and stakeholders have access to MTSS/RtI Action Plan and SAM report Apply problem-solving skills and use multiple sources of data to inform continuous improvement efforts

**If you have questions, please contact Diversity, Prevention & Intervention at 754-321-1655.
Resources can be found at Diversity, Prevention & Intervention SharePoint.**



MTSS/RTI Action Plan

☆ Data-Based Problem-Solving

Current Average	
Goal Average For 2018 - 2019	
What elements will be addressed?	<input type="checkbox"/> DBPS for student outcomes occurs across content areas, grade levels, and tiers (21) <input type="checkbox"/> Across tiers, data used to identify "gap" between expected and current outcomes (22) <input type="checkbox"/> Data are used to identify reasons why students are not meeting expectations (23) <input type="checkbox"/> Plans based on verified reasons why students are not meeting expectations (24) <input type="checkbox"/> Student progress specific to academic or behavior goals are monitored (25) <input type="checkbox"/> Data are used to address performance across diverse group (26) <input type="checkbox"/> Resources for implementation of MTSS are addressed through data-based problem-solving (27)
Why is it occurring?	
What are we going to do about it?	
Action Plan	
How will we monitor and measure our success?	
Person(s) Responsible	
Follow Up Date	
Completion Date	



Problem Solving: Step #1

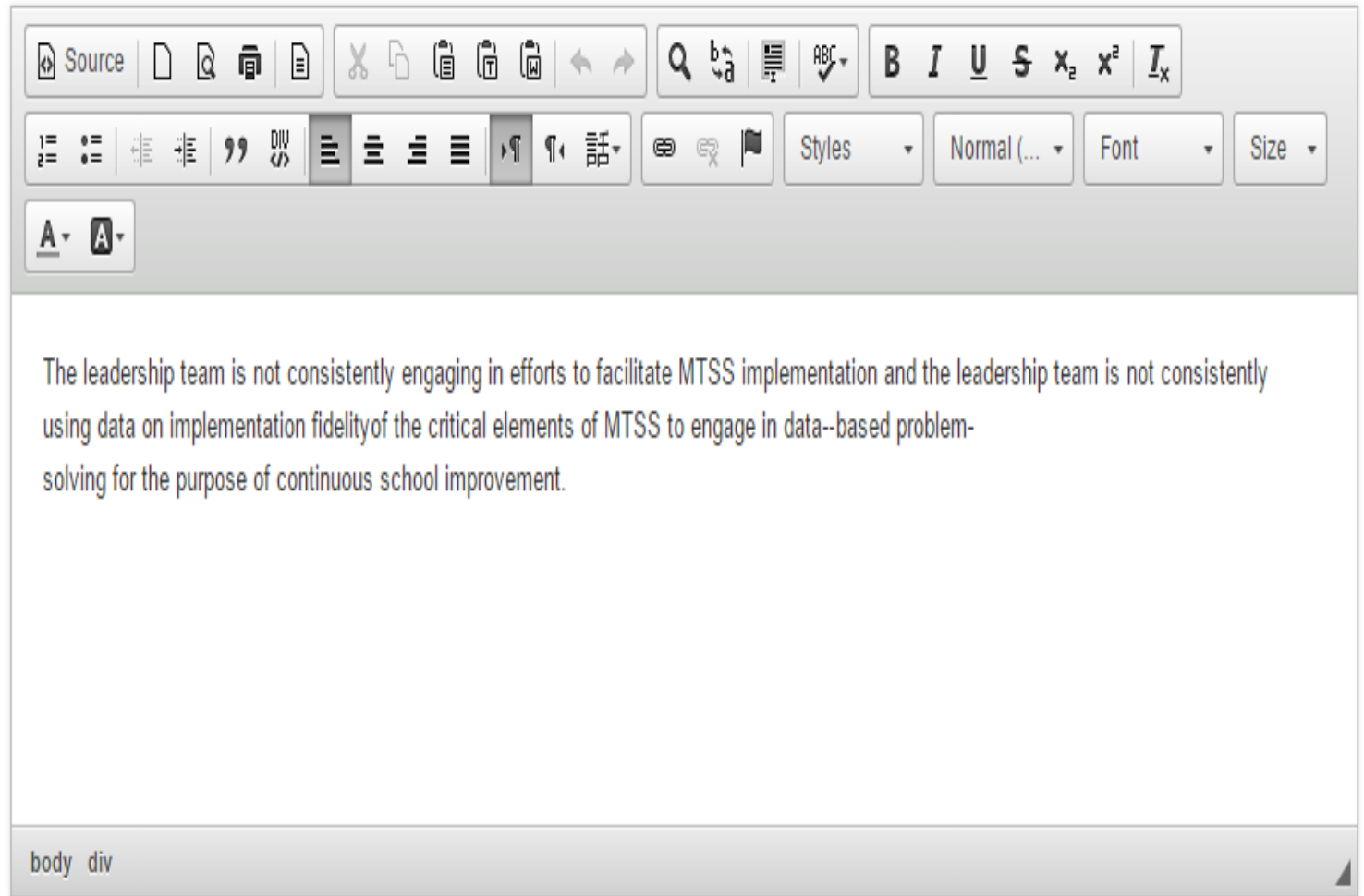
☆ Leadership ▲ ✕

Current Average	1.0
Goal Average For 2017 - 2018	<input type="text" value="2"/>
What elements will be addressed?	<ul style="list-style-type: none"><input type="checkbox"/> The principal is actively involved (1)<input type="checkbox"/> A leadership team is established (2)<input type="checkbox"/> The leadership team actively engages in ongoing professional development (3)<input type="checkbox"/> A strategic plan for MTSS implementation is developed (4)<input checked="" type="checkbox"/> The leadership team is actively facilitating implementation (5)



Problem Solving: Step #1 cont.

Why is it occurring?



The screenshot displays a rich text editor interface. The toolbar includes various editing tools such as Source, Undo, Redo, Bold, Italic, Underline, Strikethrough, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Quote, Unquote, Link, Unlink, and Styles. The text area contains the following paragraph:

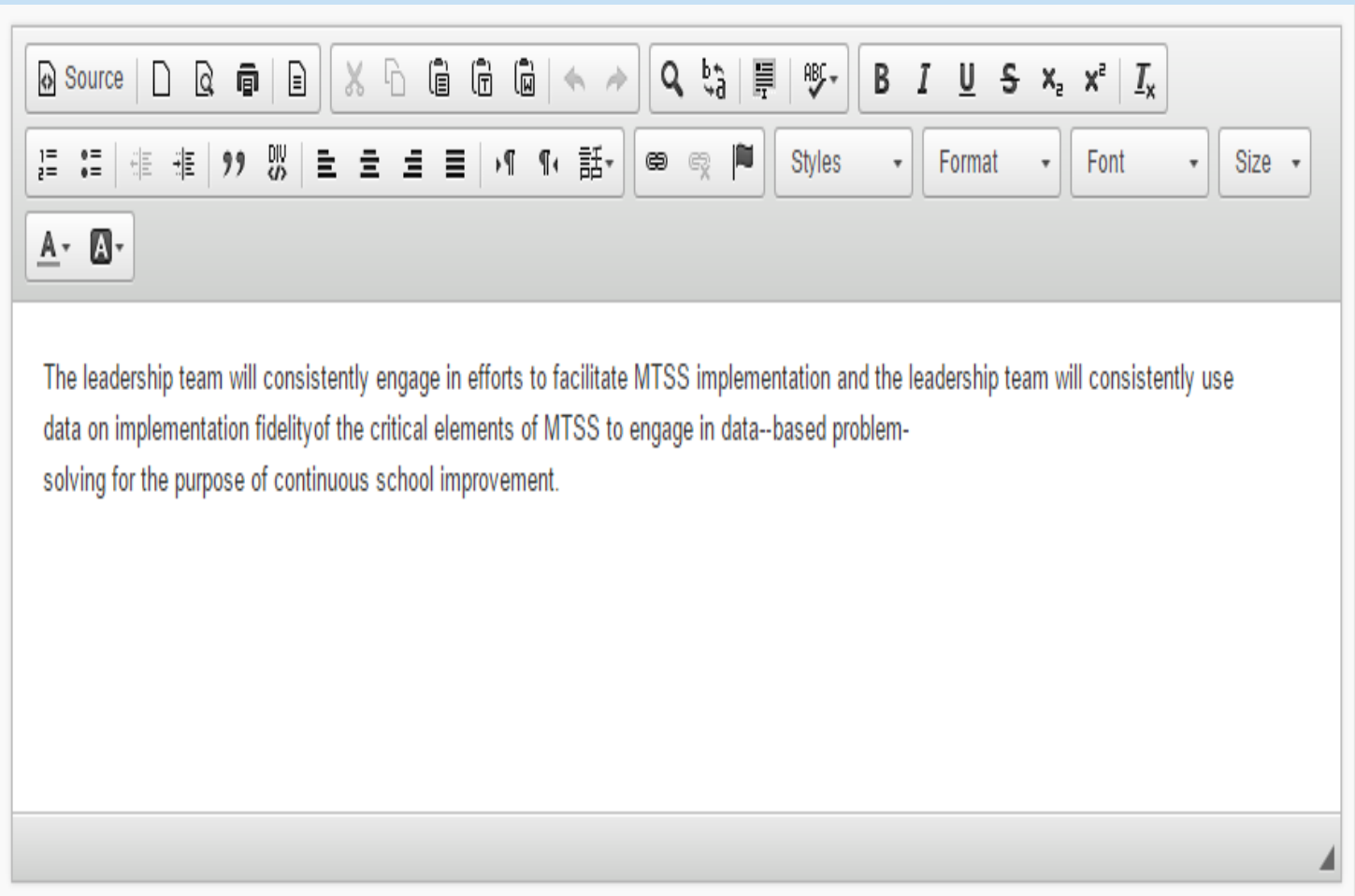
The leadership team is not consistently engaging in efforts to facilitate MTSS implementation and the leadership team is not consistently using data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement.

body div



Problem Solving: Step #2

What are we going to do about it?



The screenshot shows a rich text editor interface. The toolbar includes various icons for source, undo, redo, search, and text formatting (bold, italic, underline, strikethrough, subscript, superscript). Below the toolbar, there are dropdown menus for Styles, Format, Font, and Size. The text area contains the following text:

The leadership team will consistently engage in efforts to facilitate MTSS implementation and the leadership team will consistently use data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement.



Problem Solving: Step #3

Action Plan

- School-based leadership team engage in professional learning of the critical elements of MTSS/Rtl
- Create a MTSS/Rtl Leadership Calendar (Core Instruction)
- Leadership team members will facilitate bi-monthly MTSS/Rtl and CPS Team meetings (rotate roles and responsibilities)
- Leadership team members will align and integrate the critical elements of MTSS/Rtl into Professional Learning Communities (PLC)



Problem Solving: Step #4

<p>How will we monitor and measure our success?</p>	<div data-bbox="289 285 1816 406"></div> <ul data-bbox="347 449 1400 649" style="list-style-type: none">• Measure our success by Self-Assessment of Multi-Tiered System of Supports (SAM) domain average increase• Collect evidence to support implementation, MTSS/Rtl meeting agendas and professional learning sessions• Records review (BASIS 3.0)• Classroom observations• MTSS/Rtl look-fors• Critical Components Checklist and/or Observation (District MTSS/Rtl Instructional Facilitator)
<p>Person(s) Responsible</p>	<p>Luther Vandross, Principal; Anita Baker, Rtl Contact; Faith Hill, Literacy Coach, Tarrus Riley, Math Coach; George Michael, School Counselor; Chance</p>
<p>Follow Up Date</p>	<p>09/22/2015</p>
<p>Completion Date</p>	<p>12/22/2017</p>
<div data-bbox="115 1113 743 1178"><p>Save Save & Upload Supporting Evidence Cancel</p></div> <div data-bbox="772 963 1497 1128"><p>Upload SAM 2017 - 2018 Report</p></div>	



SAM Action Steps

How will we monitor and measure our success?

Source Styles

Staff members will rate the

Person(s) Responsible Collaborative Problem Solv

Follow Up Date 05/22/2018

Completion Date 10/19/2017

Save Upload Supporting Evidence Delete

- Contact District MTSS Instructional Facilitators for support
- Share SAM 2017 - 2018 Report with stakeholders
- Align with 2018 – 2019 PLCs and PD with SAM data
- **SAM 2019 Administration (May 2019)**



Professional Learning

“An Introduction to a Multi-Tiered System of Supports” (MTSS)

<http://pdportal.florida-ese.org>

accessible through Florida's Professional Development Portal

1. What Is an MTSS and Why Is It Important
2. Multi-Tiered System of Support
3. The Problem-Solving Process
4. ESE Eligibility in an MTSS
5. Case Study Applications of MTSS Practices

Contact Diversity, Prevention & Intervention 754-321-1655

Email certificate of completion to adrienne.dixon@browardschools.com



Questions & Answers



TITLE I PLAN (ADDENDUM)



TITLE 1 SCHOOLS 2018-2019

ELEMENTARY SCHOOLS

2511	ATLANTIC WEST	2531	HORIZON	1221	PEMBROKE PINES
2001	BANYAN	1971	HUNT, JAMES S.	1631	PERRY, ANNABEL C ELEM & MDL
0201	BENNETT	1611	KING, JR., DR. MARTIN LUTHER	0931	PETERS
0341	BETHUNE, MARY M	0831	LAKE FOREST	2861	PINES LAKES
0971	BOULEVARD HEIGHTS	3591	*LAKESIDE	2811	PINEWOOD
0811	BROADVIEW	0621	LARKDALE	0941	PLANTATION
0501	BROWARD ESTATES	1381	LAUDERHILL, PAUL T	1251	PLANTATION PARK
1461	CASTLE HILL	3821	LIBERTY	0751	POMPANO BEACH
3771	CHALLENGER	1091	LLOYD ESTATES	3121	QUIET WATERS
1421	COCONUT CREEK	2741	MAPLEWOOD	2721	RAMBLEWOOD
3741	COCONUT PALM	1161	MARGATE	0151	RIVERLAND
0231	COLBERT	1671	MARKHAM, ROBERT C	3701	ROCK ISLAND
0331	COLLINS	3291	MARSHALL, THURGOOD	1851	ROYAL PALM
2011	CORAL COVE	0841	McNAB	0891	SANDERS PARK
3041	CORAL PARK	0761	MEADOWBROOK	3061	SANDPIPER
2551	CORAL SPRINGS ELEM & MDL	0531	MIRAMAR	3401	SAWGRASS
0901	CRESTHAVEN	1841	MIRROR LAKE	2871	SEA CASTLE
0221	CROISSANT PARK	2691	MORROW	1811	SHERIDAN HILLS
1781	CYPRESS	2671	NOB HILL	1321	SHERIDAN PARK
0101	DANIA	0561	NORCREST	3371	*SILVER LAKES
2801	DAVIE	0521	NORTH ANDREWS GARDENS	3581	*SILVER SHORES
0011	DEERFIELD BEACH	1191	NORTH FORK	0691	STIRLING
0391	DEERFIELD PARK	2231	NORTH LAUDERDALE ELEM & MDL	0611	SUNLAND EARLY LEARNING
0271	DILLARD	0041	NORTH SIDE	1171	SUNSHINE
3962	DISCOVERY	1282	NOVA BLANCHE FORMAN	2621	TAMARAC
3751	DOLPHIN BAY	1271	NOVA DWIGHT EISENHOWER	0571	TEDDER
3221	DREW, CHARLES R	0031	OAKLAND PARK	3481	TRADEWINDS
0721	DRIFTWOOD	0461	OAKRIDGE	1621	VILLAGE
3301	ENDEAVOUR PRIMARY LEARNING	0711	ORANGE BROOK	0321	WALKER
1641	FAIRWAY	1831	ORIOLE	0511	WATKINS
2541	FLAMINGO	3311	PALM COVE	2881	WELLEBY
0851	FLORANADA	1131	PALMVIEW	0161	WEST HOLLYWOOD
2631	FOREST HILLS	3761	PARK LAKES	2681	WESTCHESTER
0921	FOSTER, STEPHEN	1951	PARK RIDGE	0631	WESTWOOD HEIGHTS
0131	GULFSTREAM ACADEMY K-8	3631	PARKSIDE	0191	WILTON MANORS
0121	HOLLYWOOD CENTRAL	2071	PASADENA LAKES	3091	WINSTON PARK



TITLE 1 SCHOOLS 2018-2019

MIDDLE SCHOOLS [33]					
1791	APOLLO	1701	LAUDERDALE LAKES	1881	PINES
0343	ATTUCKS	1391	LAUDERHILL 6-12 STEM	0551	PLANTATION
2611	BAIR	3101	LYONS CREEK	0021	POMPANO BEACH
2561	CORAL SPRINGS	0581	MARGATE	2711	RAMBLEWOOD
1871	CRYSTAL LAKE	0481	McNICOL	2121	RICKARDS, JAMES S
1071	DANDY, WILLIAM	4772	MILLENNIUM	3431	SAWGRASS SPRINGS
0911	DEERFIELD BEACH	3911	NEW RENAISSANCE	1891	SEMINOLE
0371	DILLARD HIGH 6-12	0881	NEW RIVER	2971	SILVER LAKES
0861	DRIFTWOOD	1311	NOVA	0251	SUNRISE
3051	FOREST GLEN	0471	OLSEN	2052	WESTPINE
2021	*GLADES	0701	PARKWAY	3001	*WALTER C. YOUNG



Title I Plan (Addendum)



Why do Title I Schools complete the SIP and/or Title I Plan (Addendum)?

Public Law No. 114-95, Section 1116 requires that all Title I Schools complete a School-wide Plan.



Title I Plan (Addendum)



In Broward County:

If your school has a grade of D or F

(Targeted Support & Improvement (TSI) or Comprehensive Support & Improvement (CSI):

**You are required to complete
The Florida Department of Education
School Improvement Plan**

template, which has **embedded the required components of a schoolwide program, as set forth in the No Child Left Behind (NCLB) Act of 2001 which was reauthorized as the Every Student Succeeds Act (ESSA) in 2015.**





Title I Plan (Addendum)

In Broward County:

If your school has a grade of A, B or C...
You are required to complete the
Broward School Improvement Plan
template.

This template does not include the
Title I required components, therefore,
a Title I Plan (Addendum) must be
completed.



DIRECT LINK TO OSPA CENTRA 2.0

Welcome to OSPA Central 2.0

<http://www.broward.k12.fl.us/ospa/ospa-central2/login.asp>





Let's Review!

Title I Plan (Addendum)

MAIN

 [Dashboard](#)

 [School Improvement Plan](#)

 [Attendance Plan](#)

 [Behavior Plan](#)

 [FACE Plan](#)

 [Title 1 Plan \(Addendum\)](#)



Title I Plan (Addendum)

REQUIREMENTS



- **Comprehensive Needs Assessment of the entire school (including the needs of migrant children)**
- **(Strategies) Attract HIGH QUALITY, STATE CERTIFIED TEACHERS to the school**





Title I Plan (Addendum)

ADDITIONAL REQUIREMENTS

Coordination & Integration

- **Title I, Part A**
- **Title I, Part C-Migrant**
- **Title I, Part D**
- **Title II (Professional Development)**
- **Title III (ELL)**
- **Title X, Homeless Education**





Title I Plan (Addendum)

ADDITIONAL REQUIREMENTS, cont. **Coordination & Integration**

- **Supplemental Academic Instruction**
- **Violence Prevention Programs**
- **Nutrition Programs**
- **Housing Programs**





Title I Plan (Addendum)

ADDITIONAL REQUIREMENTS, cont.

Coordination & Integration

- **Head Start**
- **Adult Education**
- **Career and Technical Education**
- **Job Training**
- **Other**



PRE-SCHOOL TRANSITION



- **Indicate how your school services the pre-school aged students**
(i.e. Head Start, Title I/VPK, Specialized Pre-K ESE)
- **Describe the process for orienting new families to your school**
(i.e. Kindergarten Round-Up)



PARENT INVOLVEMENT PLAN



➤ Level/Expected Level of Parent Involvement as it relates to total number of participants

☆ 2017 - 2018 Level of Parent Involvement:

Indicate the number of Parents and/or Guardians who participated in parent involvement activities. [i.e., Use documentation from sign in sheets]


Total Number of Parents and/or
Guardians

☆ 2018 - 2019 Expected Level of Parent Involvement:

Indicate the number of Parents and/or Guardians who are expected to participate in parent involvement activities for this year.

Total Number of Parents and/or
Guardians

☆ PARENT INVOLVEMENT ACTION PLAN ACTIVITIES (Aligned to School-Level Parent Involvement Plan)

 Add Activity





PARENT & FAMILY ENGAGEMENT Action Plan

➤ Parent Involvement Action Plan Activities (Aligned to School-Level PIP) New Name: Parent and Family Engagement Plan ~ PFEP

➤ Add Activity

Activity	Strategies & Activities to Increase Student Achievement	Start/End Date	Evaluation Tool	Person or Position Responsible for Coordinating/Monitoring	Amount/Funding Source
FSA Parent Night	Review FSA sample test items and expectations with parents. In addition, parents will be shown how to access the FSA Portal to gain additional resources to help their child	2/24/2016 - 2/24/2016	Survey	Literacy, Science, and Math Coaches	Title I
Family Literacy	Parents cycle through stations that give them hands-on tools and instruction on how to assist their child in reading and writing.	10/5/2016 - 10/5/2016	Survey	Literacy Coach	Title I
Math Night	Parents and students will participate in interactive math activities to increase understanding of various math concepts such as fractions and geometry.	10/26/2016 - 10/26/2016	Survey	Math Coach	Title I
Science Night	Parents and students will participate in interactive science activities that will deepen students understanding fundamental science concepts.	11/23/2016 - 11/23/2016	Survey	Science Coach	Title I



PARENT INVOLVEMENT PLAN

**For questions on your Parent and
Family Engagement Plan (PFEP)
and the completion of your
Parental Involvement Plan
within your Title I Addendum, contact:**

**Ms. Linda Howard at 754-321-1400
Linda.Howard@browardschools.com**



PROFESSIONAL DEVELOPMENT PLAN



➤ High Quality and Ongoing Professional Development (Aligned to Title I, Part A School-Based Budget)

☆ HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT (PD/ELO) ACTIVITIES (Aligned to Title I, Part A School-Based Budget)

[Add Professional Development/ELO Activity](#)

Professional Development/ELO Activities	Description	Funding Source	Amount *Entire Title I Professional Development allocation must be reflected here	
ELO FSA Before School Tutoring	Provide detailed information to support activities such as teacher salaries, stipends, materials and supplies	Title 1	3900.00	Edit Delete
FSA Grade Level Training/Planning	Provide detailed information to support activities such as teacher salaries, stipends, materials and supplies	Title 1	3900.00	Edit Delete
Summer Standards Based Team	Substitutes provided for teachers to attend county/in school training along with their grade level teachers to better prepare all students for state standards, state assessments, and county initiatives (i.e. Benchmark Assessment System (BAS))	Title 1	3600.00	Edit Delete
	Summer training provided to teachers to pre-plan for the upcoming school year. Florida standards, vertical planning, progress monitoring of			



Suggestions for Best Practices



- The Title I Addendum is at leadership team task. Include your Title I Liaison on your SIP team and ensure that the person completing the plan has access to OSPA 2.0.
- Complete ALL requirements in a detailed, narrative format and with correct information, *i.e., number of migrant students identified.*
- Please indicate if the requirement is not applicable to your school. Follow example in the [“Title I Addendum Guideline.”](#)
- Refer to the [“+ More Information”](#) pull down tab as needed for examples and/or look at the information entered in 2017-2018 as a reference.
- Be sure the last 2 charts are complete (Parental Involvement Plan and PD Plan). They should include the funding source and amounts based on your PFEP and Title I Budget.



DEADLINE FOR COMPLETION OF TITLE I ADDENDUM PLAN IN OSPA 2.0 OCTOBER 18, 2018

- **TITLE I ADDENDUM VERIFICATION : October 22-26, 2018.** Schools will be contacted if areas of the plan are incorrect or have deficiencies by your designated Program Specialists.
- Your assigned Title I Liaison will be required to print and upload your completed Title I Addendum to the Title I eBinder (**compliance item B1**) along with approved SIP.



Need help? Contact us!



Adriana Karam

754-321-1417

Velvatia Wanton

754-321-1400

Tamara Battle

754-321-1400

**Patricia Ciceron
DaVilma**

754-321-1400

Yolanda Nails

754-321-1400



BEHAVIOR PLAN

Upload Completed Behavior Plan to the SIP Template





Broward County Public Schools 

Diversity, Prevention & Intervention Department



School-wide Positive Behavior Plan Sept. 2018



Next Step

100% Club:

- A.C. Perry ES
- Central Park ES
- Challenger ES
- Coral Springs HS
- Cypress ES
- Discovery ES
- Dolphin Bay ES
- Everglades HS
- McNicol MS
- Meadowbrook ES
- Nova MS
- Palmview ES
- Panther Run ES
- Quiet Waters ES
- Rock Island ES
- Sandpiper ES
- Seminole MS
- Sheridan Park ES
- Stephen Foster ES
- West Hollywood ES

Look for your school in OSPA
in the same place

in OSPA

- Your SPBP is your school's Cadre Director
- Consider next steps on the feedback





Where is my feedback?

Directions to get on to OSPA v 2.0 for the School-wide Positive Behavior Plan

Go to <http://browardschools.com/>

- Hover on “About Us” and click on “Departments”
- Click on “Office of School Performance and Accountability” (OSPA)
- Click on “OSPA Central v2.0” in the quick links box on the right side
- Log in using PIN number and Password

(user must have access to the plan from your Principal)

- Click on “Behavior Plan” in the Dashboard on the left side
- Click on “View”

Make sure you are in 2018-19 school year in upper right corner

- Read directions and click on the green download button to get your new SPBP template



Next Steps...

Should have already had at least 1 SPBP/PBIS meeting

- Follow your **Implementation Plan**
 - Critical Element # 9
- Continue adding to your **SPBP Documentation Folder**



SPBP Team Implementation Plan 2018 - 2019

Month	Action Step1	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> Check when Action completed <input type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings.	Joe Brown, A.P.
Current	<input checked="" type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBP, this Action Plan, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Joe Brown, A.P.
Pre Planning 2018	<input checked="" type="checkbox"/> Print up your SPBP Review and school score from OSPA <input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time.	Click here to enter NAME & title.
August 1 st meeting	<input checked="" type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules lesson plans	Click here to enter NAME & title
September	<input checked="" type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2 nd meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.

SPBP Kick Off PPT:
www.browardprevention.org/mtssrti/



Next Steps...

Ensure your SPBP Team meets quarterly as indicated in the SPBP:

- Review SPBP **implementation fidelity** and **student data**
 - Critical Elements 10 A and 10 B
- **Present** implementation fidelity and student data to staff quarterly





Next Steps...

4

Look for the *new* SPBP template and resources on **January 15, 2019**

- Principal memo in PIVOT
- Resources on browardprevention.org *and* DPI Sharepoint





Next Steps...

Join us in a SPBP Webinar:

Jan 23 at 9:00am OR Feb 19 at 11:00am OR April 4 at 1:00pm:

<http://browardschools.adobeconnect.com/spbp2020/>

Join us at a SPBP Lab:

Feb 26, 27, and 28 at OSPA, Athletic Room

Come before or after your SIP Training

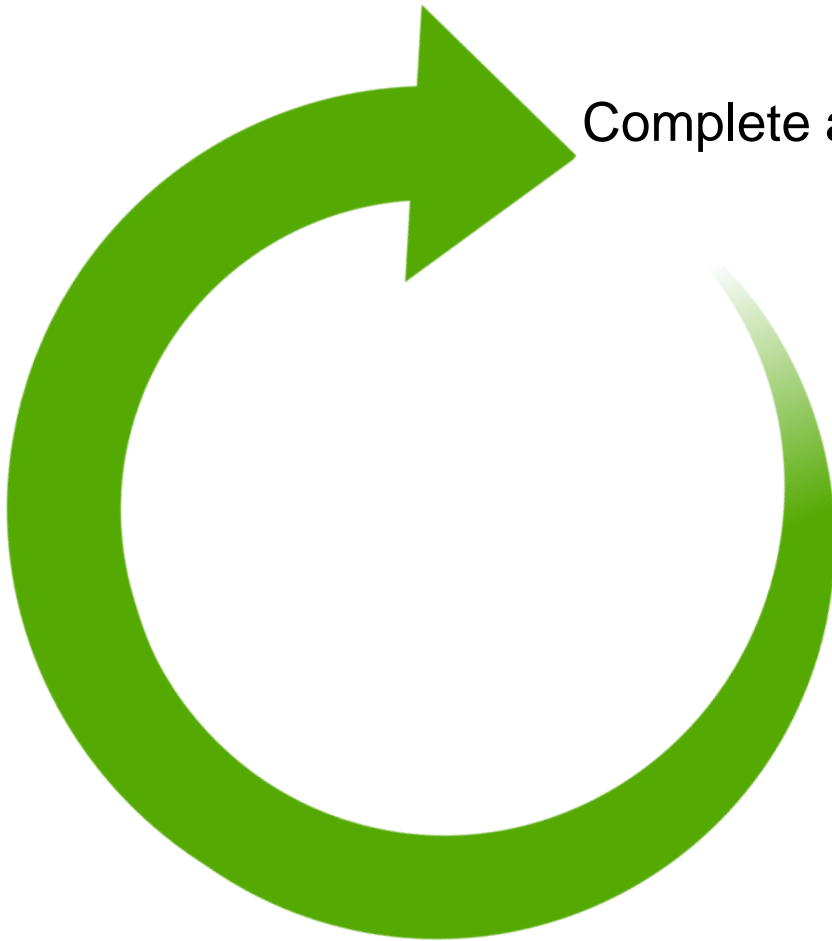
April 16 at OSPA,

(Runs 8:30-3:30 each day)





Finally...



Complete and vote on your 2019-20 SPBP

Due April 30, **every year**





Resources

MTSS Website

www.browardprevention.org

FLPBIS Website

<http://flpbis.cbcs.usf.edu/>

LEAPs

<https://www.goleaps.com/>

Positive Behavior Intervention & Support

www.pbisworld.com





Contact & Support

For more information on becoming a PBIS School,
contact tyne.hogan@browardschools.com

Diversity, Prevention & Intervention

Lauderdale Manors Resource Center

754-321-1655



or visit our website at:

www.browardprevention.org



@ Broward, Prevention & Intervention



@ DiversityBCPS

SEL PLAN

(Social Emotional Learning)

Upload Completed SEL Plan to the SIP Template





SOCIAL AND EMOTIONAL LEARNING



BCPS SEL VISION & MISSION

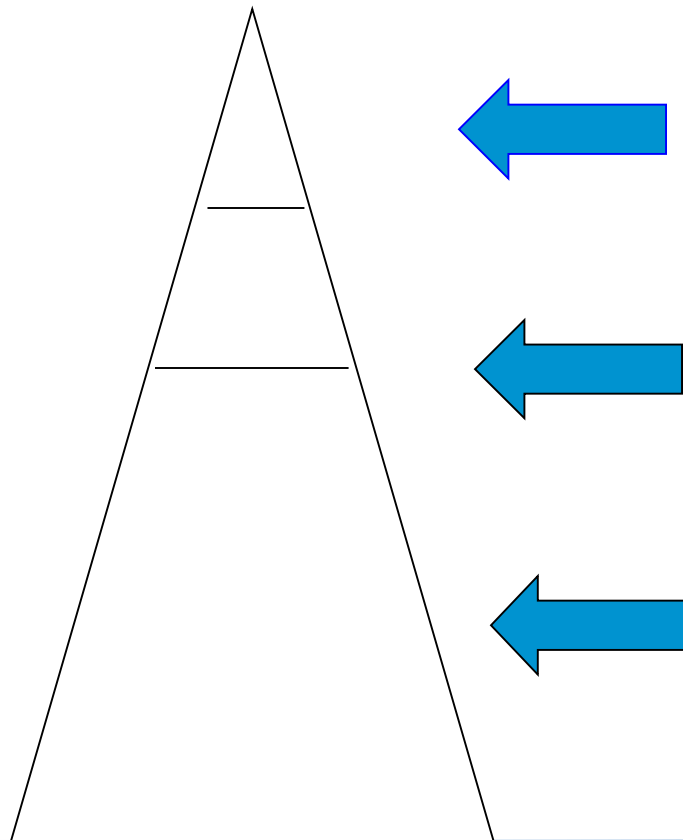
The Vision is to provide students with the Social and Emotional Learning Skills to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the *required* knowledge and skills.

The Mission is to make Social and Emotional Learning (SEL) an essential part of the Broward County Public School Board Education and Curricula.



SEL is for ALL Students

Three-level Prevention/Intervention Services



Treatment: Few

Provide intensive interventions for a few children

Early Intervention: Some

Intervene early for some children

Universal Prevention: All Students

Focus on SEL skill instruction and learning environment



A Coordinated District-wide Model for Academic, Social, and Emotional Learning

Planned, systematic classroom-based SEL instruction and a supportive school climate

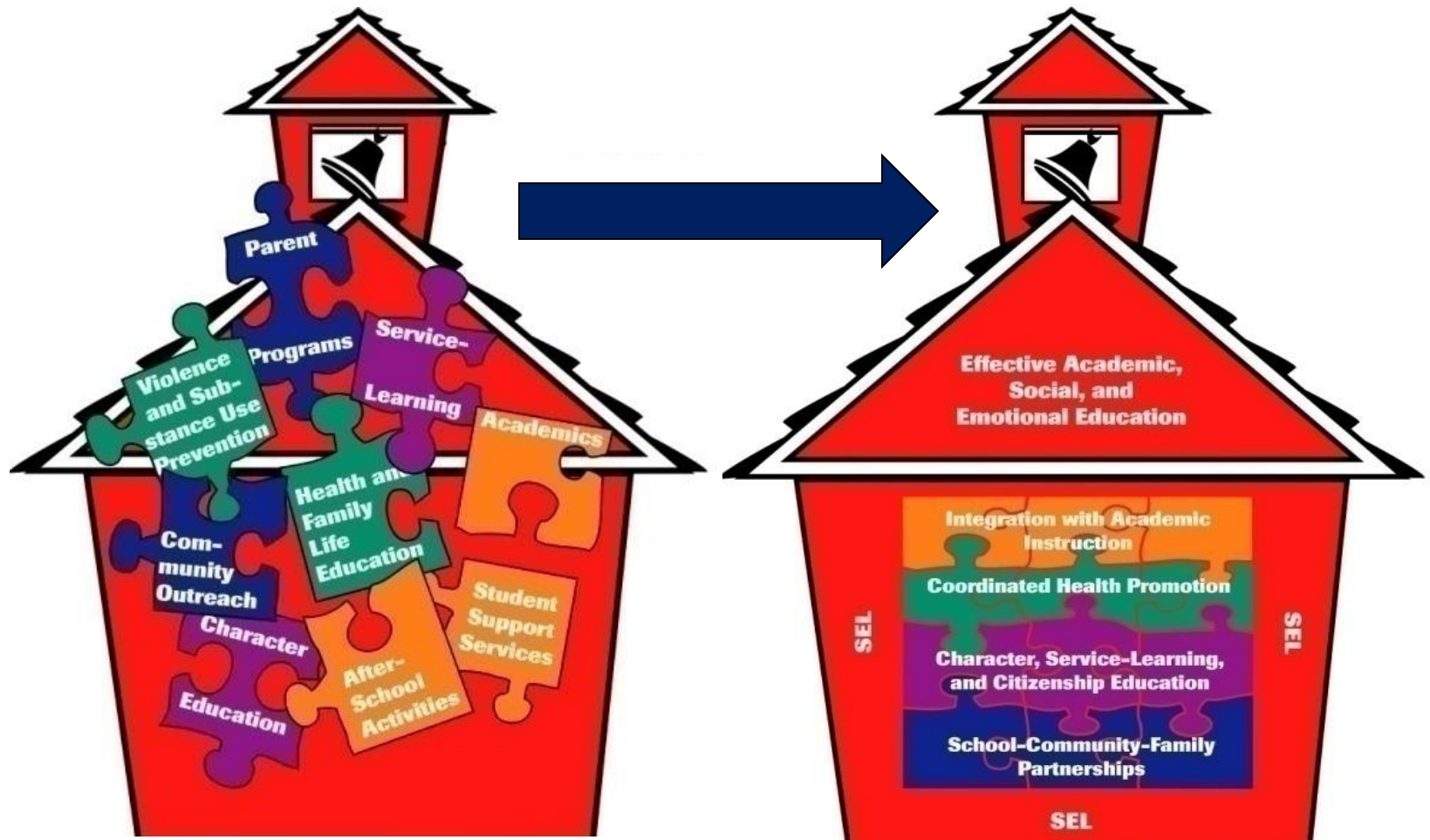
Coordinated mental health and health services that reinforce SEL instruction

School-Family-Community partnerships to enhance social, emotional, and academic competence

After-school and community activities that are coordinated with SEL efforts



SEL Can Be a Coordinating Framework



SEL: A Four Pronged Approach

To ensure comprehensive implementation aligned to researched best-practices, we must focus on educating the whole child, the whole day, using strategies throughout the whole school.

- Direct instruction using research-based programming to deliberately teach the five foundational SEL practices necessary for success in school and in life **WHOLE CHILD**.
- SEL strategies embedded throughout the day and in all curricular areas, including opportunities to model, teach, and reinforce SEL skills **WHOLE DAY**.
- A safe, welcoming and respectful learning environment that is well-managed, supportive, and engaging **WHOLE SCHOOL** .
- Creating opportunities for parents and families in the school community **WHOLE CHILD, FAMILY, AND COMMUNITY**.



SEL Implementation Steps

Readiness Stage

- Principal is committed to implementing SEL in the school.
- Principal engages key stakeholders and creates a SEL Leadership Team.

Planning Stage

- Develop a shared vision of SEL.
- Conduct a school wide needs and resource assessment.
- Develop an action plan.
- Select a SEL Liaison.
- Use the 4 prong approach to the implementation of SEL or select an evidence-based program.

Implementation Stage

- Conduct initial professional development activities.
- Launch SEL instruction in classrooms.
- Expand classroom-based SEL programming and integrate SEL school wide.
- Revisit implementation activities and adjust for continuous improvement.





School Wide SEL Implementation

Review of Current SEL Program: What SEL program(s) currently exist in your school?

- 1.
- 2.
- 3.
- 4.

Broward SEL Standards Instructional Implementation

Identify the strategies that your school will use to align with Broward County Schools Social and Emotional Learning Goals.

How does your school explicitly teach and/or integrate the Broward County Public Schools Social and Emotional Learning Standards in the school and the classroom to ensure students are developing social and emotional skills?

Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*

A. Identify and manage one's emotions and behavior.

Strategies:

B. Recognize personal qualities and external supports.

Strategies:

C. Demonstrate skills related to achieving personal and academic goals.

Strategies:



Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	
A: Recognize the feelings and perspectives of others.	Strategies:
B: Recognize individual and group similarities and differences.	Strategies:
C: Use communication and social skills to interact effectively with others.	Strategies:
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies:
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	
A: Consider ethical, safety, and societal factors in making decisions.	Strategies:
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies:
C. Contribute to the well-being of one's school and community.	Strategies:



Broward County Public Schools
School Wide Social and Emotional Learning
2018-19 Action Plan



How does your school-wide policy and practices support the social emotional learning of students?

SEL Professional Development: How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?

Action	Responsible Person	Resources	Evidence of Completion	Completion Date

Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?

Action	Responsible Person	Resources	Evidence of Completion	Completion Date

School Counseling & Brace Director, Ralph Aiello

Contact Information

Erica Gilbert, erica.gelabert@browardschools.com

Khalelah Patterson , khalelah.patterson@browardschools.com

LaVita Johnson Spears, lspears@browardschools.com

Kimberly M. Williams, kimberly.m.williams@browardschools.com

754-321-1675



ANNUAL SCHOOL COUNSELING PLAN

DISTRICT CONTACTS:

Daniel H. Shapiro, Elementary Specialist

Danny Tritto, Secondary Specialist

School Counseling & BRACE Department, 754-321-1675

Upload Completed School Counseling Plan to the SIP Template



Annual School Counseling Plan



Delivery of School Counseling Services

- **Administrative Collaboration**
- **Data Analysis**
- **Needs Assessments**
- **Individual Counseling**
- **Group Counseling**
- **Classroom Lessons**
- **School-Wide Initiatives**
- **Community Initiatives**
- **Indirect Services**



Policy 6000.1

I. SCHOOL COUNSELING SERVICES

1. All schools shall ensure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.
2. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The ASCP will support the School Improvement Plan and be based upon national school counseling standards.
3. School counseling services will include communication to parents and students of ACCEL options offered by the school pursuant to F.S. 1002.3105.



ASCP Timeline

- The ASCP should be completed by September 21, 2018 and discussed with the Principal
- School counselors will mark that the ASCP has been completed in the FileMaker database
- At the end of the year the Principal will sign off regarding the completion of the plan



Annual School Counseling Plan



Educating Today's Students to Succeed in Tomorrow's World

School Counseling & BRACE Annual School Counseling Plan Indian Trace Elementary Autumn Chokshi



Enter your Staff Directory Information



Log-out



Go to your Activity Calendar

Check Here if Complete



Principal's Signature Page



ASCA Components: Vision, Beliefs, Mission



ASCA Components: Goal Setting



School Data: Elementary



ASCA Mindsets



ASCA Curriculum



School Counseling Advisory Council



Elementary: Complete Your My Learning Plan Follow Up Assignment



Middle/High: Complete Your My Learning Plan Follow Up Assignment



Web Resources /
Phone Numbers



Counselor Connection



Lesson Plan Template 1



Lesson Plan Template 2



Lesson Plan Template 3

Directory of All Schools



View All Directors/Lead Counselor Only



View All Registrars/DPC/IMS/IMT



View All Directors & All Counselors by School



View All BrACE Advisors by School



Printing and Saving the ASCP as a PDF

School Counseling Activity Calendar

Principal: WINDER, AMY Director/Lead Counselor: Autumn Chokshi

Print Calendar
Select Legal Size Paper and Landscape

Back to Main Menu Autumn Chokshi Date WINDER, AMY Date

*Activities in RED are Mandatory Activities

August

View Other Schools' Activities

ACTIVITY	DOMAIN/STANDARD	DELIVERY METHOD	GR LVL(\$)	DESCRIPTION
A Registration, Scheduling, Open House, New School Transitions	Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.			
C Post College/Career Materials around school.	Career B: Students will employ strategies to achieve future career goals with success and satisfaction.			
S Welcoming Students/Introducing School Counseling Services/Goal-Setting	Personal/Social A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.			
Welcomes/Introductions	Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Classroom	PreK-5	Morning news introductions/What is a School
Individual SEL Support/Retained Student	Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Individual	PreK-5	Provide SEL support to students needing assistance.
Open House	Personal/Social B: Students will make decisions, set goals and take necessary action to achieve goals.	Classroom	PreK-5	Video introduction of School Counseling Program
Parent/Teacher Conferences	Personal/Social B: Students will make decisions, set goals and take necessary action to achieve goals.	Individual	K-5	Parent/Teacher Support
Foster Care Transition	Personal/Social C: Students will understand safety and survival skills.	Individual	PreK-5	School Stability Forms/Welcome new students
Homeless Liaison Support	Personal/Social C: Students will understand safety and survival skills.	Individual	PreK-5	Student Housing Questionnaire Review/HEART
504 Plan Review	Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Individual	PreK-5	Parent/Teacher/Nurse 504 Meetings
Anti-Bullying Modules	Personal/Social A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	Large Group	K-5	Staff/Student/Parent
CPST Support	Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Individual	K-5	CPST Staff/Parent/Student Support
Staff SEL Support/Training	Personal/Social A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	Large Group	PreK-5	Sanford Harmony Training

NAVICANCE/ FAMILY CONNECTION ACTIVITIES: MIDDLE AND HIGH SCHOOL ONLY

- Elementary School Counselors and Middle and High School Directors have access to the ASCP Database
- They can print or save the ASCP to upload to the SIP



ASCP Beginning & End of Year Procedures

- **School Counseling Director or Elementary Counselor will meet with the principal before the end of September to discuss the ASCP**
- **Signed ASCP should be scanned and emailed to the School Counseling & BRACE Department by June 5, 2019**



Assistance

School Counselors can get assistance with the
Annual School Counseling Plan (ASCP) by contacting:

Daniel H. Shapiro, Elementary Specialist

Danny Tritto, Secondary Specialist

School Counseling & BRACE Advisement

754-321-1675

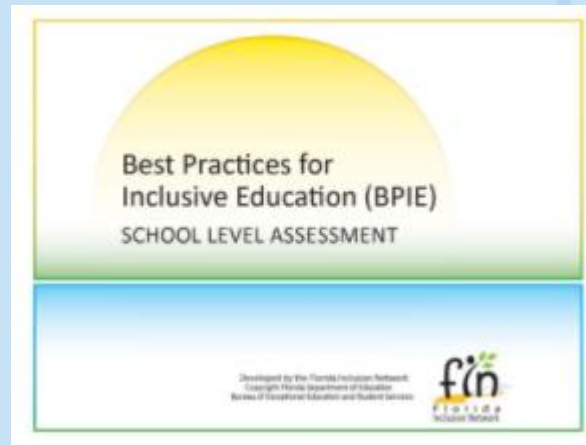
Lauderdale Manors

1400 NW 14th Court, Fort Lauderdale, FL 33311



School BPIE

Best Practices for Inclusive Education Self Assessment



Division of Exceptional Student Learning Support, 754-321-3400



“Once every 3 years, each school district and school shall complete a Best Practices for Inclusive Education (BPIE) assessment with a Florida Inclusion Network facilitator and include the results of the BPIE assessment and all planned short-term and long-term improvement efforts in the school district’s exceptional student education policies and procedures. BPIE is an internal assessment process designed to facilitate the analysis, implementation, and improvement of inclusive educational practices at the district and school team levels.” [§1003.57\(1\)\(f\), Florida Statutes](#)



The BPIE Process

1. READ THE GUIDE

2. VERIFY YOUR SCHOOL BPIE ACCOUNT

3. IDENTIFY, SCHEDULE, INVITE THE BPIE TEAM

4. PREP FOR/ CONDUCT TEAM MEETING

5. IDENTIFY BPIE INDICATORS TO PRIORITIZE FOR IMPROVEMENT

6. UPLOAD YOUR FINAL SELF ASSESSMENT TO YOUR SIP



Scroll down to BEST Practice #4. Click on BPIE Documents & Upload Tab. Access resources under BPIE Documents. Upload completed BPIE Assessment PDF.


Scaling Up BEST Practices


CONTINUOUS IMPROVEMENT


School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

School Level Strategic Plan Targets

Objective	2016	2017	2018	2019
Literacy and Early Learning - Math	50	53	56	59
Literacy and Early Learning - Reading	42	45	48	50

 Goals, Strategies & Activities

 Title 1 School Plan

 BPIE Documents & Upload

 SIP Manual/Documentation



MAIN

School Improvement Plan

Attendance Plan

Behavior Plan

FACE Plan

Title 1 Plan
(Addendum)

MTSS-Rtl Plan

Select School Year:

2017 - 2018 ▾

☆ Best Practices In Inclusive Education (BPIE) Upload File

File Naming Convention:

- Name file only. (No longer need to include the school number and the date as part of the file name.)
- The file name should **ONLY** include letters, numbers, underscores (_), and/or dashes (-).
- If the file name includes any other characters (!, +, %, /, etc.) the user will **NOT** be able to view your file.
- **Do NOT include personally identifiable student data, which is protected by FERPA**

Select File

Choose File No file chosen

Upload File

Cancel



School BPIE Crosswalk



Best Practices for Inclusive Education (BPIE) and District School Improvement Plan Crosswalk

BPIE Domains & Indicators	RtI/Self-Assessment of MTSS (MTSS) Implementation Worksheet	Title 1 Plan	Family and Community Engagement FACE Plan	School-wide Positive Behavior Plan	Other
Leadership & Decision-Making					
Indicator 1 The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low and high incidence disabilities, across all grades, in general education and natural contexts.	Leadership Domain Data-Evaluations Domain Items: 34-38			Critical Element #7: Data Collection and Analysis	Best Practice #2 and 4.
Indicator 2 Short and long term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the School Improvement Plan (SIP).					Best Practice #1,2,3, and 4.
Indicator 3 The school has a key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.	Leadership Domain Items: 1, 2				



BPIE Guidance Document

Addressing Best Practices for Inclusive Education in the FDOE School Improvement Plan

Section 1001.42, Florida Statutes, requires districts to annually approve, and require implementation of, a school improvement plan (SIP) for each non-charter school in the district. This document provides a list of all indicators in the Best Practices for Inclusive Education (BPIE) school-level assessment and the location within the department's 2016-17 SIP where each indicator may be addressed.

Part I of the SIP requires school leadership teams to provide information on the current situation at the school. The information gathered in Part I is intended to inform needs assessment and strategic goal development captured in Part II and development of implementation plans for the school's highest priority goals captured in Part III.

BPIE indicators may be addressed in Part I if strategies are currently implemented, in Part III if strategies will be implemented in the coming year, or in both parts when applicable.

Additional information on the BPIE school-level assessment can be found at <http://www.floridainclusionnetwork.com/school-bpie/>.

Domain: Leadership and Decision-Making

1. The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low and high incidence disabilities, across all grades, in general education and natural contexts.

This indicator may be addressed in the Needs Assessment (Part II), a path of inquiry that is comprised of problem identification, problem analysis, and strategic goal formulation. The Needs Assessment (Part II) should result in the development of strategic goals and associated data targets that address the school's greatest area(s) of need; the goals and targets will be captured in Steps 1a and 1b of Problem Solving (prepopulates Part III).

2. Short and long term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP.

This indicator may be addressed by using the Problem Solving module (prepopulates Part III of the SIP) to capture goals and strategies resulting from the BPIE school-level assessment.

3. The school has a key person who oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs.

This indicator may be addressed in your response to the first question under Duties in the School Leadership Team section (Part I: C.1.b.1.) for strategies the school is currently implementing, and/or in Steps 5, 6, 7, and/or 8 of Problem Solving (prepopulates Part III) for strategies the school is planning to implement in the upcoming school year.

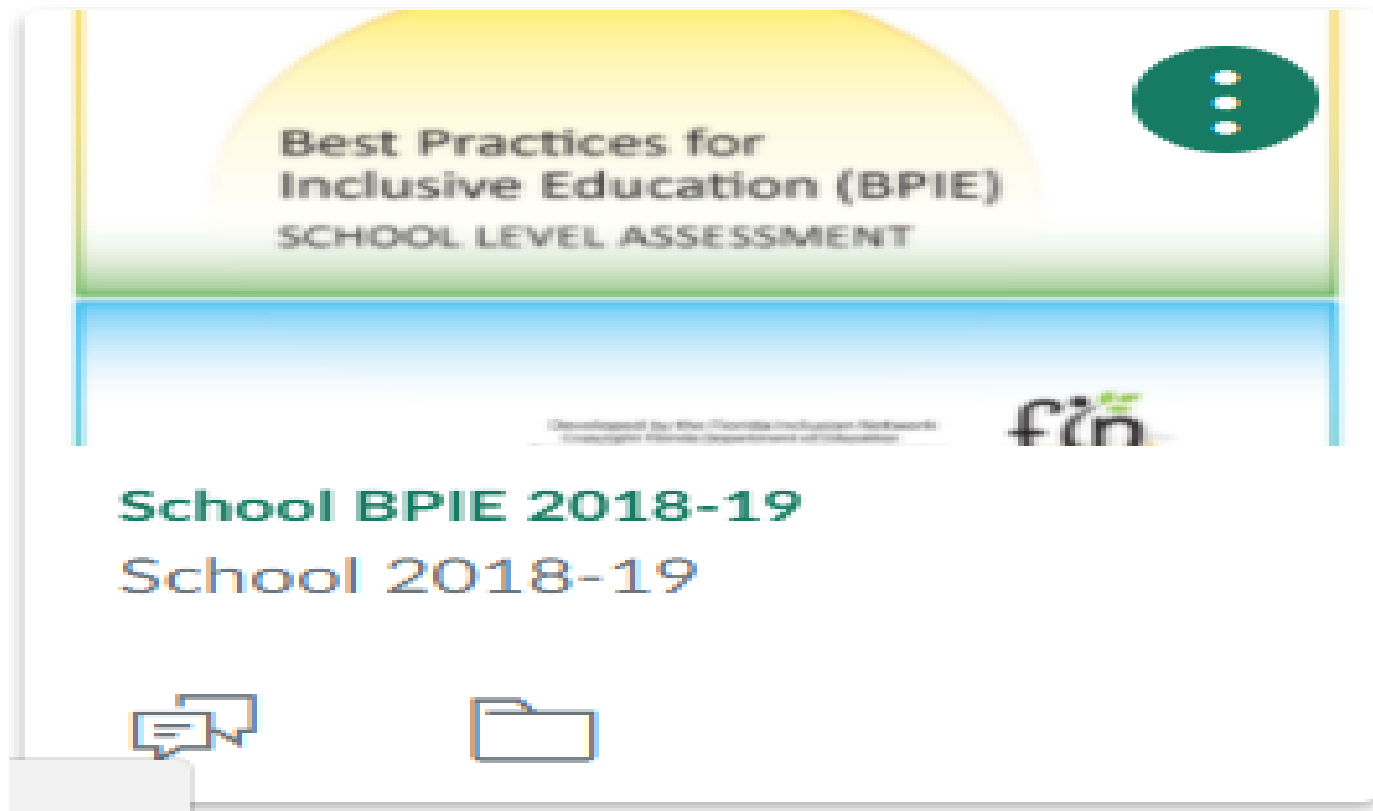
4. School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

This indicator may be addressed in your response to the second question under Duties in the School Leadership



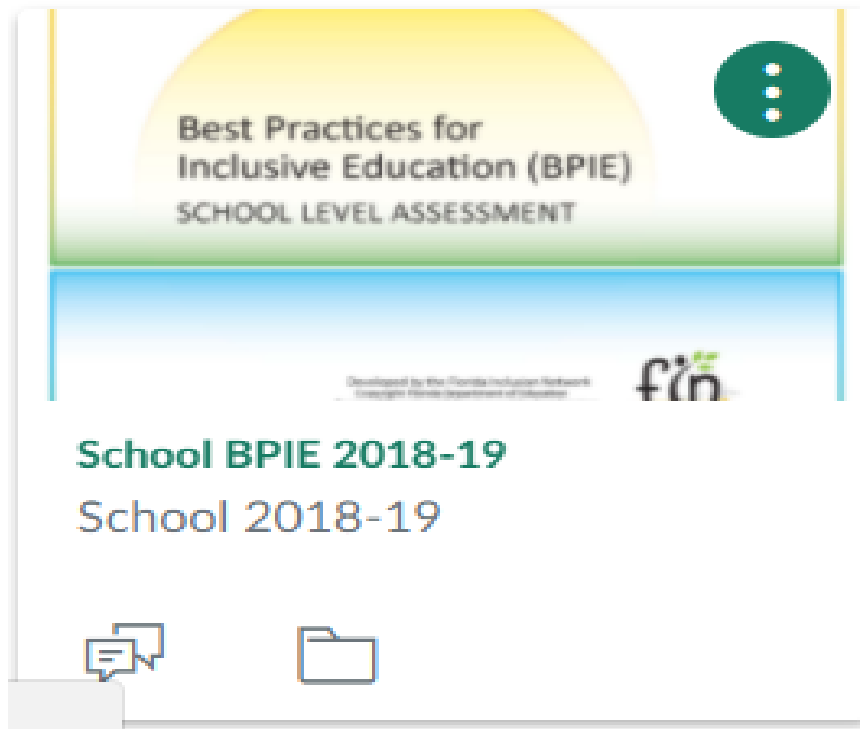
Assistance to Complete the School BPIE

<https://browardschools.instructure.com/enroll/FCLTK9>



Assistance to Complete the School BPIE

June 26, 2018 Professional Learning Sessions



Four 90-minute sessions will be held at Arthur Ashe Campus to review the School BPIE Process for School Administrators and/or ESE Specialists.

More information will be shared with ESE Specialists in May, 2018.



Questions and Support

Florida Inclusion Network Facilitators

754-321-3400

jasheena.ekhator@browardschools.com

barbarakrakower@browardschools.com



SIP TRAINING 2018-19

Quarter 1: September 11, 12 & 14

Quarter 2: December 11, 12 & 14

Quarter 3: February 26, 27 & March 1

Quarter 4: May 7, 8 & 10

