OFFICE OF SERVICE QUALITY

SCHOOL IMPROVEMENT TRAINING – QUARTER 4

2017-2018

Established 1915

BROWARD
County Public Schools

YOU MAKE THE BCPS SCHOOL IMPROVEMENT TEAM GREAT!

And for that, we sincerely thank you!

BCPS STRATEGIC PLAN GOAL:
EFFECTIVE COMMUNICATION

From BCPS Strategic Plan:

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

We will continue to keep stakeholders informed about where we have been, where we are going and how we plan to educate all students to reach their highest potential. We value input as we work to enable BCPS students to make a positive impact on the future.

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) and1008.345.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.

SCHOOL IMPROVEMENT DATES/DEADLINES 2018-2019

Event Date/Deadline	Event/Document	Person(s) Responsible
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, BPIE, School Counseling Plan, Requirements for SIP, Title I Addendum, SAC Policy Compliance	Donna Boruch & OSQ IFs
September 14, 2018	Closeout of 2017-2018 SIP Enter results of goals and strategies in OSPA Central V2.0	Principal & SAC Chair(s)
October 18, 2018	Completion of SIP Template Upload SAC, RtI, PLC Meeting Dates, and complete entire SIP Template on OSPA Central: Title I Addendum, Attendance, Behavior, RtI, & FACE Plans.	Principal & SAC Chair(s)
October 25, 2018	SAC Composition Report & SAC Bylaws, Completed and Uploaded in OSPA Central V2.0	Principal & SAC Chair(s)
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	Principal & SAC Chair(s)
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	Donna Boruch & OSQ IFs
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.	Principal & SAC Chair(s)
February 1, 2019	A+ Fund Plans (This is a mandatory FLDOE deadline) Qualifying schools must complete upload all documentation to OSPA Central	Principal & SAC Chair(s)
February 8, 2019	New Waiver Applications Completed, signed, and submitted to Office of Service Quality for approval	Principal & SAC Chair(s)
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	Donna Boruch & OSQ IFs
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	Principal & SAC Chair
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	Donna Boruch & OSQ IFs

AGENDA

1. BCPS SCHOOL IMPROVEMENT PLAN 2018-2019

2. SAC/SIP POLICY 1403 COMPLIANCE

3. SAC MINUTES: FLDOE REQUIRED FORMAT

4. SAC BY LAWS: RULES THAT GOVERN COMPOSITION & ELECTIONS

5. AdvancED ePROVE STAKEHOLDER SURVEY RESULTS

6. UPDATES: ATTENDANCE PLAN FACE PLAN MTSS/RtI PLAN TITLE 1 ADDENDUM BEHAVIOR PLAN BPIE

1. BCPS SCHOOL IMPROVEMENT PLAN 2018 - 2019

SCHOOL IMPROVEMENT PLAN

Best Practice #1

- PLC (Professional Learning Communities) Meeting Schedule

Best Practice #2

- Early Warning Indicators
- RtI Team Meeting Schedule
- School Wide Behavior Plan
- Attendance Plan
- MTSS/RtI Action Plan
- School Counseling 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

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 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 RtI 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.

☑ Early Warning Indicators ☑ RtI Team Meeting Schedule ☑ MTSS-RtI Plan ☑ Schoolwide Behavior Plan ☑ School Counseling Plan ☑ Attendance Plan
☑ All RtI Documentation (BASIS)

Graduation/College and Career Readiness (Early Warning Indicators)

Data for: 2016-2017						
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

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☆ **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), 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.

Best Practice #4
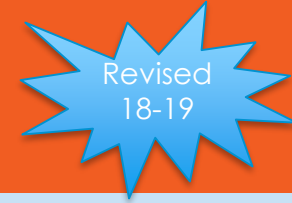
CONTINUOUS IMPROVEMENT

☆ 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.
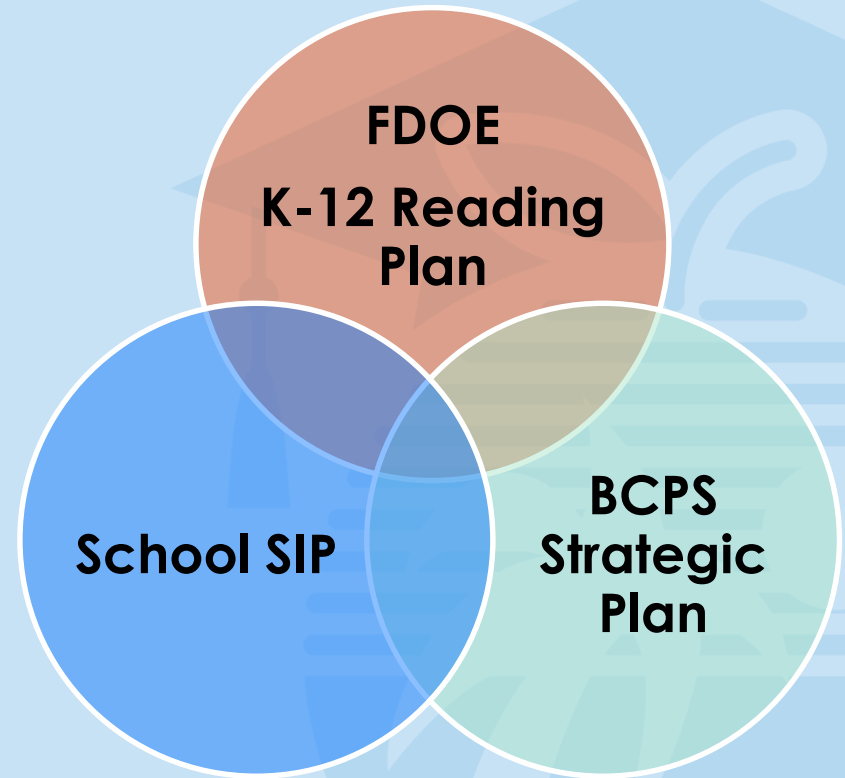
Best Practice #4

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?**

ACADEMICS

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

FDOE K-12 Reading Plan

School SIP

BCPS Strategic Plan

SOCIAL – EMOTIONAL LEARNING

- **How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?**
Please go to on the website www.browardprevention.org to view the BCPS SEL standards

- **In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?**
Please go to the website www.browardprevention.org to view the SEL Core Competencies

- **How does your school-wide policy and practices support the social emotional learning for students?**
School wide SEL programs/initiatives; school wide mentoring programs

SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning is the process by which students and adults acquire the knowledge, attitudes, and skills associated with the core areas of social and emotional competency.

More specifically:

- recognize and manage their emotions,
- demonstrate caring and concern for others,
- establish positive relationships,
- make responsible decisions, and constructively handle challenging social situations.

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.

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

SKILLS THAT MATTER!

Social & Emotional Learning Core Competencies

SELF-MANAGEMENT
Managing emotions and behaviors to achieve one's goals

SELF-AWARENESS
Recognizing one's emotions and values as well as one's strengths and limitations

SOCIAL AWARENESS
Showing understanding and empathy for others

Social & Emotional Learning

RESPONSIBLE DECISION-MAKING
Making ethical, constructive choices about personal and social behavior

RELATIONSHIP SKILLS
Forming positive relationships, working in teams, dealing effectively with conflict

Developmental Tasks of
Social & Emotional Competence

Preschool
- Become and be engaged socially and academically.
- Manage emotions (appropriately for a young child), especially with adult support.
- Stay connected to adults, while beginning to develop peer relationships.
- In play and learning, pay attention and follow directions, wait, sit still, and effectively join and leave groups.

Elementary
- Become increasingly successful at navigating peer relationships and friendships independent of adult support.
- Show and share emotions appropriately, and with appropriate people.

Middle and High School
- Form closer relationships with peers of both genders.
- Manage increasingly complex academic content and tasks, with increasing independence from adults.
- Effectively manage transitions to middle and high school.
- Increase independence from adults.
- Begin preparing for adult roles (e.g., become more nurturing to younger children, begin preparing and practicing for work roles).

Skills for Social and Academic Success

Research Links SEL to Higher Student Success

- 23 percentile point increase in SEL skills
- 9 point gain in attitudes about self/others/school
- 9 point gain in pro-social behavior
- 11 point gain on standardized tests (math and reading)
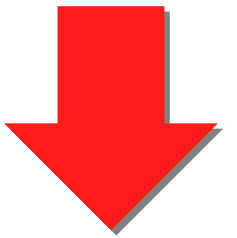
And Reduced Risks for Failure

- Problem behaviors down 9 points
- Emotional distress down 10 points

Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (in press). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*.

Standards for Social Emotional Development

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

Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

Learning Standard	Early Elementary	Upper Elementary	Middle School	Early High School	Upper High School
A: Identify and manage one's emotions and behavior.	**1A.1a.** Recognize and accurately label emotions and how they are linked to behavior.	**1A.2a.** Describe a range of emotions and the situations that cause them.	**1A.3a.** Analyze factors that create stress or motivate successful performance.	**1A.4a.** Analyze how thoughts and emotions affect decision making and responsible behavior.	**1A.5a.** Evaluate how expressing one's emotions in different situations affects others.
	1A.1b. Demonstrate control of impulsive behavior.	**1A.2b.** Describe and demonstrate ways to express emotions in a socially acceptable manner.	**1A.3b.** Apply strategies to manage stress and to motivate successful performance.	**1A.4b.** Generate ways to develop more positive attitudes.	**1A.5b.** Evaluate how expressing more positive attitudes influences others.

Social & Emotional Learning Goals

Self	Other	Decision-making
SEL Goal 1	**SEL Goal 2**	**SEL Goal 3**
Develop **self-awareness** and **self-management** skills to achieve school and life success.	Use **social-awareness** and **interpersonal skills** to establish and maintain positive relationships.	Demonstrate **decision-making** skills and **responsible behaviors** in personal, school, and community contexts.

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 programing 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.**

Examples of Programmatic Efforts

WHOLE CHILD: SUPPORTING DIRECT INSTRUCTION

- Providing introduction to SEL training
- Sanford Harmony , LEAPS, Second Step and Others programs that you may be using
- Offer continuous support around the implementation
- Summer and school SEL Professional Development

WHOLE SCHOOL: EMBEDDING SEL THROUGHOUT THE DAY

- Work to prioritize SEL content embedded in literacy adoption
- Providing trainings on how embedding SEL into core content areas & instructional strategies

DISTRICT LEVEL SEL PROMOTION

- Collaborating with non instructional hours to coordinate SEL Instruction
- Reviewing proposals for new SEL content
- Speaking with community partners on shared SEL opportunities
- Prioritizing staff self-care strategies in all trainings
- Supporting youth voice and self-advocacy in response to current events

WHOLE CHILD, FAMILY, AND COMMUNITY

- School Creates Safe, Supportive "Family"
- Health and Wellness
- Learning by Doing, Part of a Real-World Curriculum

SEL Successes

EXAMPLES OF WHOLE CHILD:
- Implementing *Sanford Harmony* or other programs with fidelity
- Fidelity checks occur regularly

EXAMPLES OF WHOLE DAY:
- SEL themes integrated into classroom content
- SEL skill prompts used prior to transitions (exp. Recess, lunch, hallways and bus)
- Teachers prioritize reinforcing skills through instructional practices throughout the school day

EXAMPLES OF WHOLE SCHOOL:
- Dedicated time in master schedule for SEL
- Train all staff in SEL foundational skills
- Weekly/Monthly SEL themes school wide
- Prioritizing SEL activities in lesson plans

EXAMPLES OF FAMILY AND COMMUNITY:
- SEL Parent Night
- Literacy, Math, Science Night
- Community SEL presentation up dates

SEL Implementation Steps

Readiness Stage

- Principal is committed to implementing SEL in the school.
- Principal engages key stakeholders and creates SEL steering committee.

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.

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	
Strategies/Activities	
Persons Responsible	
Deadline	mm/dd/yyyy
Professional Development	(if needed)
Budget	(Accountability Dollars)
Monitoring	
Results	

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.**

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

2. SIP/SAC POLICY 1403 COMPLIANCE

OSPA/OSQ WEBSITE

For all School Improvement information, log on to:

http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=3

- View any school's School Improvement Plan (SIP)
- Access SAC & SIP Standard Operating Procedural Manual
- A+ Recognition Fund Process Information
- Waiver Application & Waiver Database
- Log on to OSPA Central 2.0 to access SIP template

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

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 (S 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.

• 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.

• SAC membership is entered into the online SAC Membership/Attendance system that is accessed through the Accountability & School Improvement website. The system generates the SAC Composition Report, which is then submitted by the school online in October.

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 sent to the school's Area Office. (Via SAC Upload)

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 on the Accountability & School Improvement website.

• Once the School Advisory Council has revised and approved the amended bylaws, the document must be submitted to the Area Office.

• 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.

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

NEW & CONTINUATION WAIVERS

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

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.

Continuation Waivers: All documentation must be completed by
April 26, 2018. Remember: The faculty must vote to continue
the waiver each year.

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.

SBBC SIP FOR ALL SCHOOLS

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

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

ALL STAKEHOLDERS CAN VIEW ALL

COMPONENTS OF ALL SCHOOL

IMPROVEMENT PLANS FOR ALL SCHOOLS

IN THE DISTRICT

OFFICE OF SERVICE QUALITY

3. SAC MINUTES: FLDOE FORMAT

https://www.floridacims.org/downloads

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.

OFFICE OF SERVICE QUALITY

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."

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.

FLDOE SAC MEETING MINUTES TEMPLATE

Reports:
1. Report Name

Open Agenda

Helpful Hint: Public must have an opportunity to participate and the SAC may allow public participation throughout the meeting.

Next Meeting Date & Time:

The next meeting will be held on ___(day and time)___ in the _(place of next meeting)__

Meeting Adjournment:

Motion: ___name of person making motion___ motioned to adjourn the meeting at _____. Motion carried unanimously.

Submitted by,

Name of Recorder_____,

Name of Position on Board_____

Approval Date:_____

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. Iiii]

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

4. SAC BY LAWS: RULES THAT GOVERN COMPOSITION & ELECTIONS

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 [One ▼] 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. AdvancED ePROVE STAKEHOLDER SURVEY

AdvancED eProve
STAKEHOLDER SURVEYS

Administration Window:

April 2

through

May 24

(Revised Date)

Parent Survey

This survey asks parents their opinions about their child's school, including questions about teachers, administrators, and other aspects of their child's and their own experiences with the school.

Student Survey

(Elementary: 3-5, Middle & High: 6-12)

This survey asks middle and high school students their opinions about their school, including their teachers, administrators, their peers, and other aspects of their experiences at school.

Completion Targets:

Parents 20%
Students 40%
Staff 60%

Staff Surveys

This survey asks staff their opinions about their school, including teachers, administrators, students, and other aspects of their experiences at their school

SURVEY PROCESS

BCPS will be using the AdvancED eProve Surveys as the 2018 Stakeholder Survey. The surveys will be available online only and will be available in multiple languages.

• **Parent Survey Code:** https://eprovesurveys.advanced.org/surveys/#/action/60990/p568
Send the survey message with the codes to parents and post on the school website. Since the survey is only online, please make computers available for parents who may not have access to the internet.

• **Staff Survey Code:** https://eprovesurveys.advanc-ed.org/surveys/#/action/60989/p568
Send survey message to staff via email. Surveys taken in a group setting generally have a positive effect on the completion rate.

• **Student Survey Code for Elementary (grades 3-5):**
https://eprovesurveys.advanc-ed.org/surveys/#/action/60992/p568
Only grades 3-5 will be asked to take the survey and this is best done in a lab or class setting.

• **Student Survey Code for Middle and High (grades 6-12):**
https://eprovesurveys.advanc-ed.org/surveys/#/action/60993/p568
It is best to assign a specific subject area to be responsible for survey completion.

Check Survey Responses for Your School:
Log on to http://www.advanc-ed.org/login and click on eProve Surveys. Each school's survey target response quotas will be sent to the principals via PIVOT.

SURVEY COMMUNICATION

- **PARENT Survey Invitation** - use for any communication to distribute the link information:

  In an effort to improve System Practices, Broward County School District is conducting a Parent Survey. We value your opinion and ask that you please take time to complete this survey. In order to complete the survey, go to: https://eprovesurveys.advanc-ed.org/surveys/#/action/60990/p568 Please be assured that your responses to this survey will be anonymous. Your honest opinion is appreciated. Thank you for taking your time to complete the survey.

- **STAFF Survey Invitation** - use for any communication to distribute the link information:

  In an effort to improve System Practices, the Broward County School District is conducting a Staff Survey. We value your opinion and ask that you please take time to complete this survey. In order to complete the survey, go to: https://eprovesurveys.advanc-ed.org/surveys/#/action/60989/p568 Please be assured that your responses to this survey will be anonymous. Your honest opinion is appreciated. Thank you for taking your time to complete the survey.

- **STUDENT Survey Invitation** - use for any communication to distribute the link information:

  In an effort to improve System Practices, the Broward County School District is conducting a Student Survey. We value your opinion and ask that you please take time to complete this survey. Please be assured that your responses to this survey will be anonymous. Your honest opinion is appreciated. Thank you for taking your time to complete the survey.
  Elementary (Grades 3-5): https://eprovesurveys.advanc-ed.org/surveys/#/action/60992/p568
  Middle/High (Grades 6-12): https://eprovesurveys.advanc-ed.org/surveys/#/action/60993/p568

Check Survey Responses for Your School:
Log on to http://www.advanc-ed.org/login and click on eProve Surveys

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.

•For a more complete survey report, go to the three-dot menu to the right of the status (open).
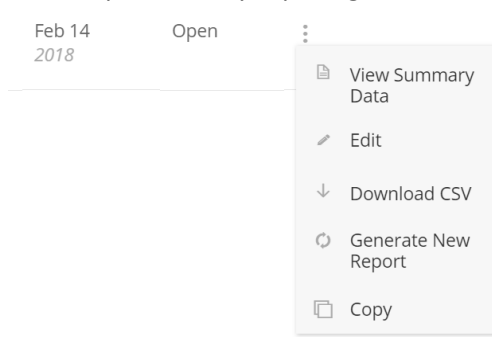
- Click on Generate New Report and you will see a window that says report creation
- When the report is created you will see the message below
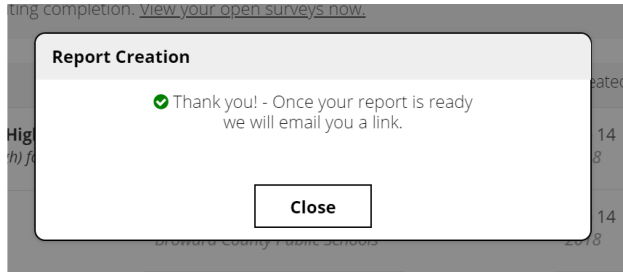
- Close the window and you will receive an email with a link to the survey results – this can take a few minutes
  This is what the email will look like:

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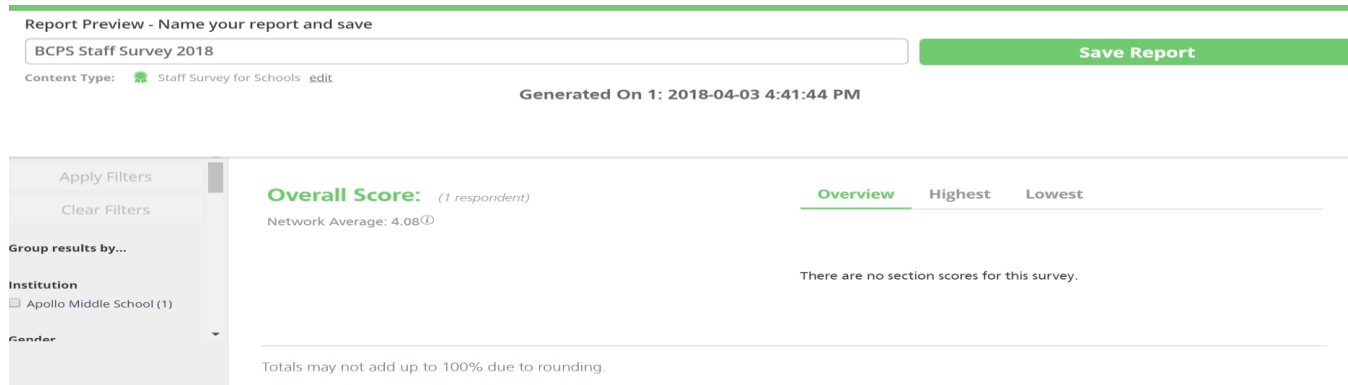
- Edit the name of the report (if you wish) and save the report.
- Once you save the report, you will see a screen with the ability to download the report as a pdf export.

6. UPDATES:

- ❖ ATTENDANCE PLAN
- ❖ FACE PLAN
- ❖ MTSS/RtI PLAN
- ❖ TITLE 1 ADDENDUM
- ❖ BEHAVIOR PLAN
- ❖ BPIE

ATTENDANCE PLAN

DISTRICT CONTACT:

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

PLAN STRUCTURE: Attendance Plan

Data (Will be populated August 2018)

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

Attendance Plan: Tiers and Strategies

Individualized

High Cost

TIER 3
- Coordinated school and interagency response
- Legal intervention (last resort)

Students missing 20% or more of school (severe chronic absence)

TIER 2
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

Students missing 10-19% (moderate chronic absence)

Universal

Low Cost

TIER 1
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Students missing 5-9% (at risk)

Students missing less than 5% (satisfactory)

Attendance Plan: Chronic Absenteeism

BCPS Definition

<u>Chronic Absenteeism</u>: 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:

In First 2 Weeks	2 absences
In the First Month (4 weeks)	2-3 absences
In the First 2 Months (8 weeks)	4 absences

Scale: 0 1 2 3 4
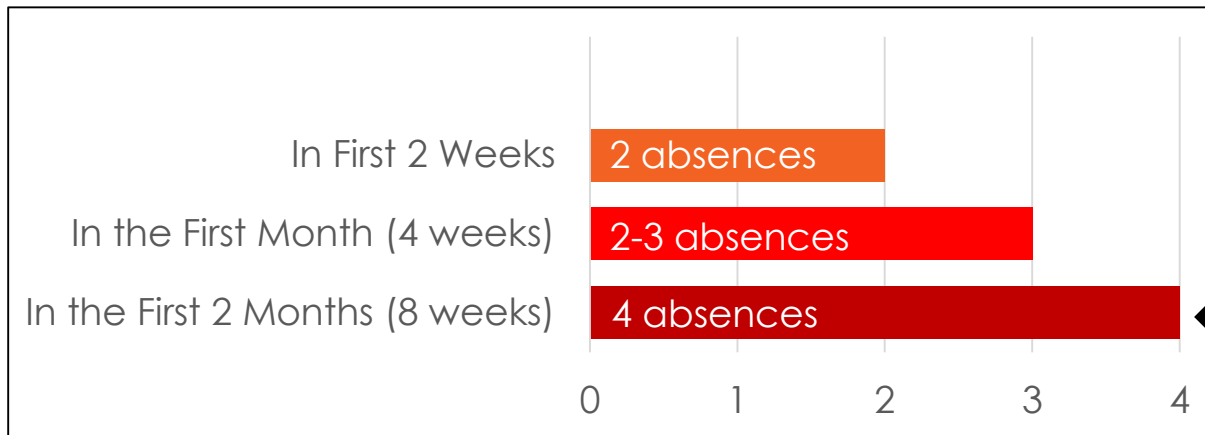
Missing 10% any time after.

ATTENDANCE PLAN DATA

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

1st Semester (2016/17)		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	#	%	#	%	#	%	#	%
9th									
10th									
11th									
12th									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)

2nd Semester (2016/17)		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	#	%	#	%	#	%	#	%
9th									
10th									
11th									
12th									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)

ATTENDANCE PLAN

ATTENDANCE PLAN GOALS

- **Analyze school-wide data with the SIP team**

- **An emphasis on early grades in elementary (K & 1) and high school (9 & 10) may be a focus**

- **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%.**

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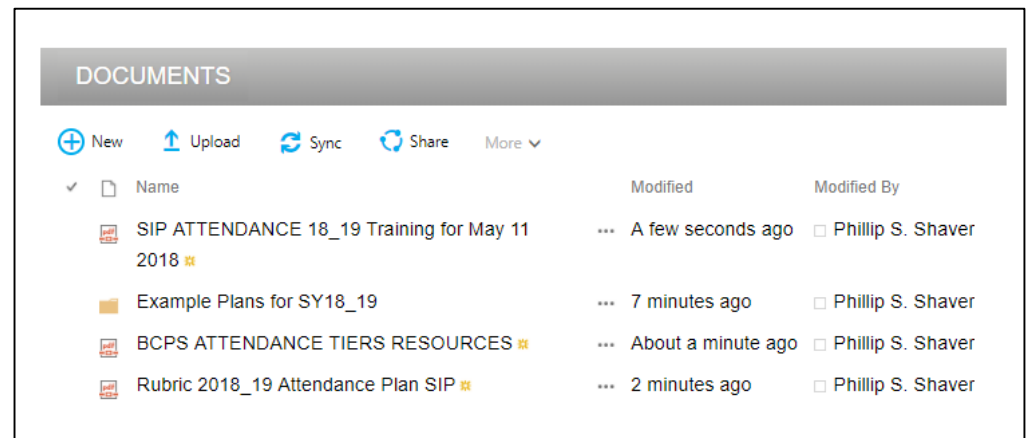
Tier 3: Coordinated school and district responses. Partnerships with other agencies to assist in providing family support and legal interventions.

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**

ATTENDANCE PLAN

RESOURCES TO HELP WITH THE PLAN

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

Tier 1

□ **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 e... Brainshark training for taking classroom attendance at the el... 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 wi... current year attendance categories to monitor improveme... 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 an... 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 supportin...
- 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, ... Marlins, etc.*)
- School-based attendance recognition events will occur thr... quarterly certificates and school-based attendance recog... assemblies.

D. Provide Personalized Outreach
- School staff will host a transition meeting for students moving f... the team of teachers, tour 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 identifie... 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... 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, clothin... 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 trustin... relationships with staff improve attendance.

D. Provide Personalized Outreach
- Our school will utilize "Attendance Buddies." Adults and responsible students volunteer to partner with at... 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 identifie... 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 OptiSpool, 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,

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

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.

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

Family and Community Engagement

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:

_____

_____

_____

_____

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_____

Identify positive features of this interaction:

_____

_____

_____

Scenario Two:

_____

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

_____

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_____

Comments:

_____

_____

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 benefits 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			

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

FAMILY AND COMMUNITY ENGAGEMENT PLAN
2018/2019

Cultural Awareness

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.)

Culture:

_____

How is the school acknowledging this culture?

_____

_____

_____

_____

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Comments:

_____

_____

_____

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.

_____

_____

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_____

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	1st 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

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JANUARY 2017 — COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING — www.casel.org

Questions and Support

Nadia Clarke

Office of Family and Community Engagement

754-321-1599

nadia.clarke@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

Multi-Tiered System of Supports

Response to Intervention
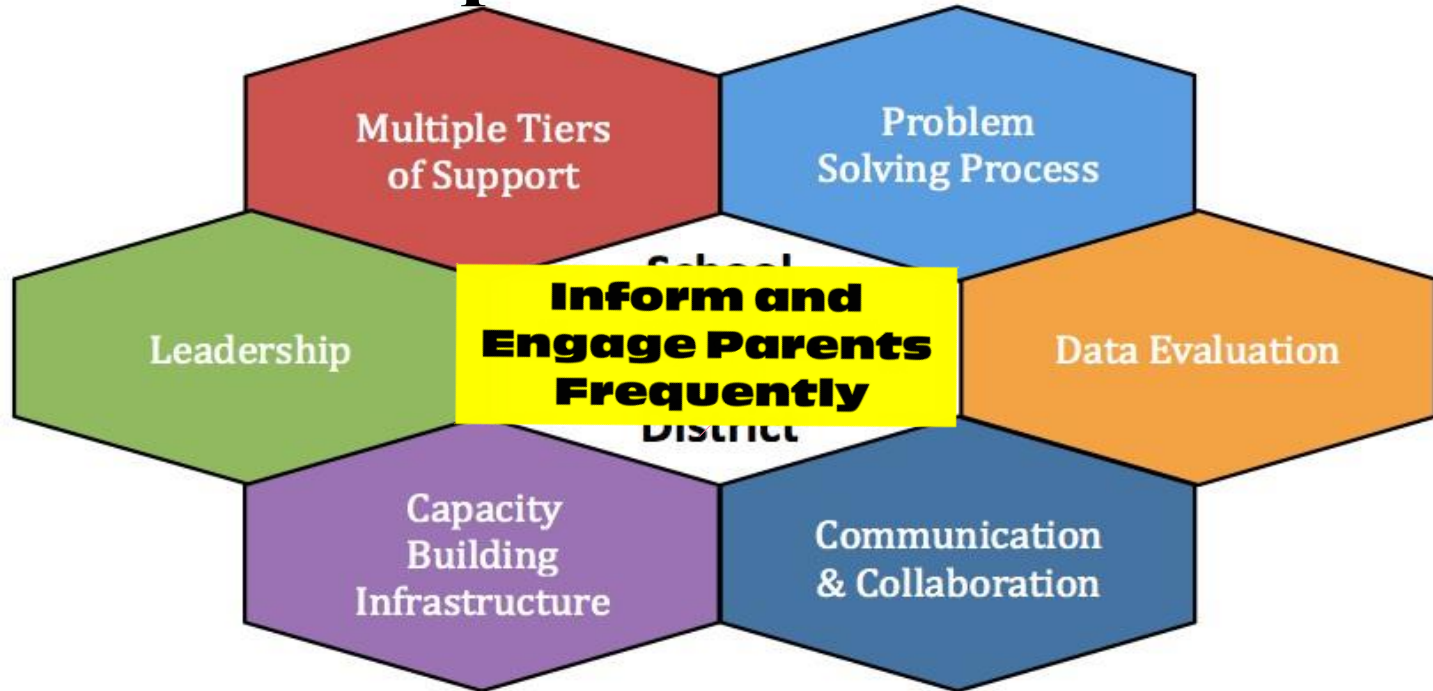
100% SAMS Completed

MTSS/RtI 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.

SAM Administration Timeline

5.	• Establish SAM consensus completion date • Complete individual SAM scoring sheets • Facilitate consensus meeting • Identify roles and responsibilities (Facilitator and Recorder) for consensus meeting • The recorder enters SAM consensus data into the report link (1 entry per school)	February 26 – April 13, 2018	Principal and School-based Leadership/CPS Team	• One individual can lead the facilitation and record SAM consensus data *(Estimated time to facilitate and data entry 1 hour)* • SAM entry link from University South Florida PS/RtI Project LINK: https://usf.az1.qualtrics.com/jfe/form/SV_0iZkhGJze15CXvD
6.	• Analyze SAM data • Celebrate effective practices • Identify two (2) lowest levels of implementation, minimum of two (2) SAM domains	June 2018	Principal and School-based Leadership/CPS Team	• SAM report distributed by MTSS/RtI Instructional Facilitator

The SAM instrument is used to measure school level implementation of a Multi-Tiered System of Supports.

SAM Next Steps

How will we monitor and measure our success?

[Source] [icons] [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]

- Engage MTSS/RtI Instructional Facilitators for support

- Upload supporting evidence in SAM 17/18 goals

- Analyze SAM data 18/19
  (reports will be distributed by MTSS/RtI IFs)

  o Celebrate effective practices
  o Identify two (2) lowest levels of implementation
  o Utilize SAM data to support school plans
  o Align with 2018 – 2019 PLCs and PD

MTSS/RtI 2017 – 2018 End of Year Procedures

➢ **REVIEW PREVIOUSLY CREATED FORM**, form will become **READ ONLY**, upon creation of a new form

➢ All pending referrals must have an **Initial Meeting Note** completed

➢ **Closing** pending referrals, no further action required, record is archived

➢ **Accepting** pending referrals, **requires** an Individualized Plan **AND** Progress Monitoring Note completed

MTSS/RtI End of Year Procedures
must be completed by
Thursday, June 7, 2018

MTSS/RtI 2017 – 2018 End of Year Procedures

- ➤ **REVIEW PREVIOUSLY CREATED FORM**, form will become **READ ONLY**, upon creation of a new form

- ➤ **Holding** pending referrals, requires a Progress Monitoring Note completed **AND** an Individualized Plan if Hold is reviewed and then accepted, (suggest accept or close)

- ➤ All RtI **Needs Review, Hold, In-Progress** records require a Progress Monitoring Form completed (other forms required as determined)

- ➤ **Export BASIS Excel files** for 2017 – 2018 data
    1. Risk Factors Tab
    2. Attendance Tab
    3. RtI Maintenance Queue

MTSS/RtI End of Year Procedures must be completed by **Thursday, June 7, 2018**

Professional Learning

"An Introduction to a Multi-Tiered System of Supports" (MTSS) accessible through Florida's Professional Development Portal

http://pdportal.florida-ese.org

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.Dixson@browardschools.com

Diversity, Prevention & Intervention Department | Adrienne Dixson, RtI Specialist - 754-321-1691

Resources And Support

Diversity, Prevention & Intervention SharePoint

https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/default.aspx

- **MTSS/RtI Instructional Facilitator
  (See Support Matrix)**

- **Diversity, Prevention & Intervention
  754-321-1655**

- **Adrienne T. Dixson-Paul
  954-235-6886**

Academic & Behavioral Supports

MTSS

- BA SIS
- Code of Student Conduct
- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Interventions & Support (PBIS)
- PROMISE Program
- Response to Intervention (RtI)
- School-wide Positive Behavior Plan (SPBP)
- Self-Assessment of MTSS Implementation (SAM)
- Social-Emotional Learning (SEL)
- Zone Platform for Assistance & Collaboration (Z-PAC)

Questions & Answers

TITLE I PLAN (ADDENDUM)

TITLE 1 SCHOOLS 2018-2019

ELEMENTARY SCHOOLS

Code	School	Code	School	Code	School
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)?

<u>Public Law No. 114-95, Section 1116</u> requires that <u>all</u> 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

(focus or priority school):

You are required to complete

<u>The Florida Department of Education
School Improvement Plan</u>

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

Welcome to OSPA Central 2.0

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

Let's Review!
Title I Plan (Addendum)

Title I Plan (Addendum)
REQUIREMENTS

➤ **Comprehensive Needs Assessment of the entire school (including the needs of migrant children)**

➤ **Instruction by STATE CERTIFIED TEACHERS in all core content area classes**

➤ **(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 Action Plan

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

☆ **2016 - 2017 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

☆ **2017 - 2018 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 & 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 & FAMILY ENGAGEMENT Action Plan

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

C Add Professional Development/ELO Activity

Professional Development/ELO Activities	Description Provide detailed information to support activities such as teacher salaries, stipends, materials and supplies	Funding Source	Amount *Entire Title I Professional Development allocation must be reflected here
Benchmark Assessment System Training	Teachers in the primary and intermediat grades will attend Benchmark Assessment System Training (B.A.S.) during the first quarter of the 2016-2017 school year to enhance their teaching skills in the area of reading and diagnostic testing. Teachers will learn how to implement the new diagnostic tool to assess student reading levels. This will allow teachers to use this diagnostic tool to help shape small group reading instruction, as well as tailor lessons based on students' diagnostic needs. This diagnostic tool will be utilized monthly.		
Ready and I-Ready Reading Training	Teachers in the primary and intermediate grades will attend the Ready and I-Ready Reading Training September 21 and 22, 2016. This training will enhance their understanding of the new core curriculm reading series to be used during whole group and small group instruction. Teachers will learn how to utilize the I-ready diagnositc tool to help drive curriculum and differentiate instruction in order to enhance their teaching skills.		
Ready and I-Ready Math Training	Teachers in the primary and intermediate grades will attend the Ready and I-Ready MathTraining September 12, 13 and 14, 2016. This training will enhance their understanding of the new core curriculm math series to be used during whole and small group instruction. Teachers will learn how to utilize the I-ready diagnositc tool to help drive curriculum, as well as differentiate instruction in order to enhance their teaching skills.		
Touch Math Training	Teachers in Grades K-5 will attend Touch Math training August 19, 2016. Touch math is strategy system, which utilizes the corresponding numbers of dot on numers to help students remember the numerical value, when computing basic math concepts. This strategy can be used by the classroom teacher as an alternative method, when students are having difficulty with basic computation.		
Authentic Professional Learning Community	Teachers, administrators and support staff will attend weekly Professional Learning Communities throughout the school year. They will analyze students data, work collaboratively to unwrap the Florida State Standards, and develop in-depth lessons (i.e., CARE packages) that will include step by step instructions, research based remediation and enrichment components, various teaching materials, strategies, and websites information that will be utilized to enhance student achievement.		

Suggestions for Best Practices

➤ **Include your Title I Liaison on your SIP team. (6 eBinder compliance items reference the SIP/Title I Plan)**

➤ **Complete ALL requirements in a detailed, narrative format.**

➤ **Please indicate if the requirement is not applicable to your school.**

➤ **Refer to the "More Information" pull down tab as needed for examples.**

➤ **Be complete and concise with your responses.**

Need help? Contact us!

Adriana Karam

754-321-1417

Tamara Battle

754-321-1400

Yolanda Nails

754-321-1400

BEHAVIOR PLAN

Upload Completed Behavior Plan to the 2017-2018 SIP Template

Broward County Public Schools

Diversity, Prevention & Intervention Department

School-wide Positive Behavior Plan
May 2018

1

Look for your individual **feedback form** and school score by **JULY 1, 2018**

- Feedback form is in OSPA in same place you uploaded your SPBP

- Feedback form is sent to school's Cadre Director

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…

Consider **modifying the SPBP** based on the feedback form

- Over the summer

- During Preplanning 2018

Set first PBIS/SPBP **team meeting** in early August

- Print up SPBP **Implementation Plan**

- Create **SPBP Documentation Folder**

Present SPBP to <u>all staff</u> **BEFORE** August 15, 2018

Present SPBP to <u>stakeholders</u> **BEFORE** October 1, 2018

SPBP Team meets <u>quarterly</u>:

- Review SPBP **implementation fidelity** and **student data**

- **Present** implementation fidelity and student data to staff <u>quarterly</u>

Finally…

Look for 2019-20 SPBP template & brainsharks available **January 15, 2019**

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 tyyne.hogan@browardschools.com

Diversity, Prevention & Intervention
Lauderdale Manors Resource Center
754-321-1655

or visit our website at:
www.browardprevention.org

"like" us on facebook

follow us on twitter

@ Broward, Prevention & Intervention

@ DiversityBCPS

School BPIE

(Best Practices for Inclusive Education Self Assessment)

Best Practices for
Inclusive Education (BPIE)
SCHOOL LEVEL 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]

School BPIE Crosswalk

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

BPIE Domains & Indicators	Rtl/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: 34–39			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.
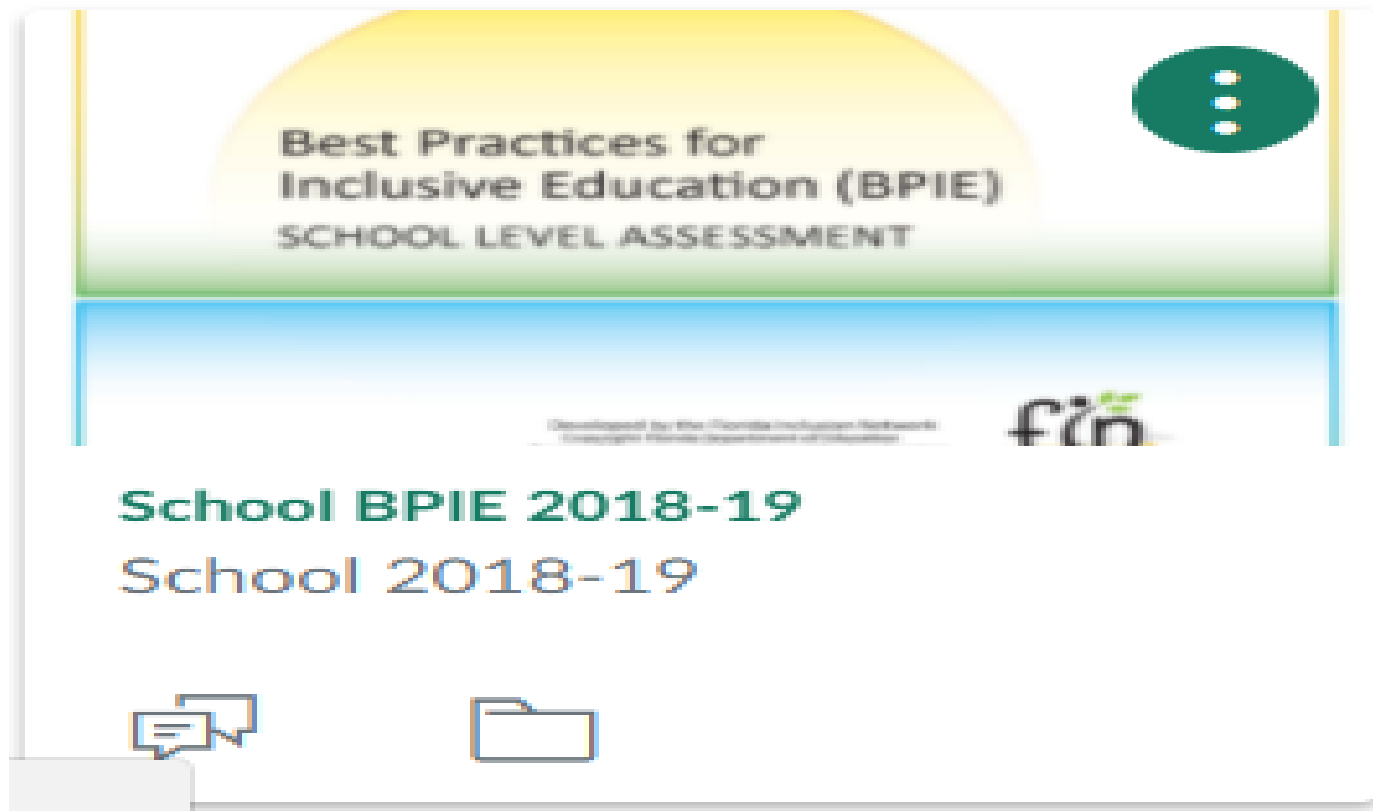
4. School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.

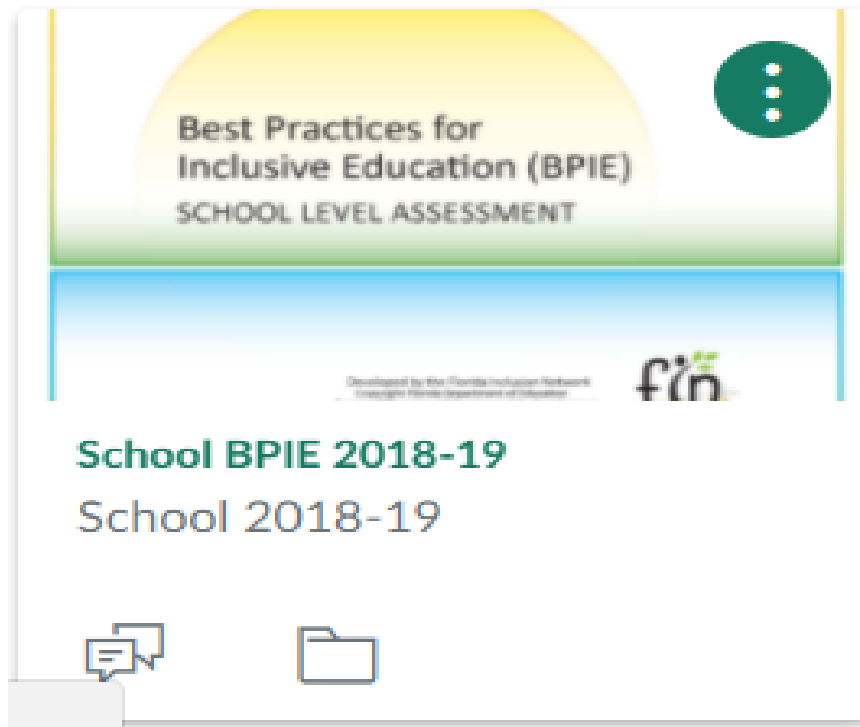   This indicator may be addressed in your response to the second question under **Duties** in the **School Leadership**

Assistance to Complete the School BPIE

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

Best Practices for
Inclusive Education (BPIE)
SCHOOL LEVEL ASSESSMENT

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School BPIE 2018-19
School 2018-19

Assistance to Complete the School BPIE

June 26, 2018 Professional Learning Sessions

Best Practices for Inclusive Education (BPIE)
SCHOOL LEVEL ASSESSMENT

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School BPIE 2018-19
School 2018-19

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

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barbarakrakower@browardschools.com

SIP TRAINING 2018-19

Quarter 1: September 11 - September 14

Quarter 2: December 11 - December 14

Quarter 3: February 26 – March 1

Quarter 4: May 7 – May 10