



OFFICE OF SERVICE QUALITY

SCHOOL IMPROVEMENT TRAINING – QUARTER 1

WELCOME 2017-2018 SCHOOL IMPROVEMENT TEAM !



SCHOOL IMPROVEMENT DATES/DEADLINES for 2017-2018

Event Date/Deadline	Event/Document	Person(s) Responsible
September 12 - 15, 2017 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30 (Cancelled due to hurricane)	SIP Training Topics: School Improvement Plan Information for 2017-2018, SAC Composition, SAC Bylaws, AdvancED Self -Assessment, 2015-2016 SIP Closeout, & New Waivers, Attendance Plan, Behavior Plan, FACE Plan, RtI Plan & Requirements for SIP, Title I Addendum, SAC Policy Compliance	Donna Boruch & OSQ IFs
September 15, 2017	Closeout of 2016-2017 SIP Enter results of goals and strategies in OSPA Central V2.0	Principal & SAC Chair(s)
October 19, 2016 (New Date)	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 26, 2017 (New Date)	SAC Composition Report, SAC Bylaws, ASSIST Self Assessment Completed and Uploaded in OSPA Central V2.0	Principal & SAC Chair(s)
November 16, 2017	Intent to Apply Waiver Form Must be submitted by schools applying for a new waiver or schools that have a waiver ending in 2017-2018 that stakeholders wish to continue	Principal & SAC Chair(s)
December 5 - 8, 2017 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, Continuation Waivers and Mid-Year Reflection	Donna Boruch & OSQ IFs
February 1, 2018	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, 2017	New Waiver Applications Completed, signed, and submitted to Office of Service Quality for approval	Principal & SAC Chair(s)
February 26 – March 2, 2018 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: Monitoring SIP, SIP Planning for 2017-2018, & Attendance Plan, Behavior Plan, FACE Plan, RtI Plan for 2018-2019	Donna Boruch & OSQ IFs
April 26, 2018	Continuation Waivers All documentation required for continuation of a waiver completed & uploaded	Principal & SAC Chair
May 7 – 11, 2018 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: School Improvement Planning for 2018-2019, Organization and Elections of SAC & SAF for next school year	Donna Boruch & OSQ IFs



AGENDA

**1. SCHOOL
IMPROVEMENT
PLAN FOR
2017-2018**

**2. ATTENDANCE
PLAN**

**3. FACE PLAN
(Family and Community
Engagement)**

**4. MTSS/RtI
ACTION PLAN**

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

**5. TITLE 1
ADDENDUM**

**6. BEHAVIOR
PLAN**



1. SCHOOL IMPROVEMENT PLAN 2017-18

DISTRICT CONTACT:

Donna Boruch, Coordinator of School Improvement,
Office of Service Quality 754-321-3850



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
- Access SAC & SIP Standard Operating Procedural Manual
- A+ Recognition Fund Process Information
- Waiver Application
- Log on to OSPA Central 2.0 to access SIP template



SCHOOL IMPROVEMENT PLAN

SBBC POLICY 1403 REQUIRES THAT ALL SIPs INCLUDE:

- School mission
- Baseline data to identify needs
- Expected student learning outcomes
- Strategies & timeframes for improvement
- Action steps for:
 - instructional strategies
 - budget
 - training
 - instructional materials & technology
 - student support services and other resources
- Necessary training & technical assistance



SBBC SCHOOL IMPROVEMENT PLAN IMPORTANT CLARIFICATION POINTS

- **All schools must complete the SBBC School Improvement Plan which is aligned with the District Strategic Plan.**
- **The FLDOE SIP (*Required for all DA Schools*) is a component of the SBBC SIP in Best Practice 4.**
- **The SAC Composition Report needs to be updated and uploaded as a PDF periodically to SAC Upload section to reflect the actual, current membership.**
- **ASSIST Self-Assessment needs to be completed annually.**



SIP AND SAF SBBC POLICY

SAC/SIP: SBBC POLICY 1403 SCHOOL ACCOUNTABILITY AND IMPROVEMENT:

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

SAF: SBBC POLICY 1.3 SCHOOL ADVISORY FORUM:

Every school shall have a School Advisory Forum (SAF) that shall foster and promote communication between stakeholders, the school, and the Area Advisory Council. The SAF shall bring forth recommendations, concerns and interests to and from their Area Advisory Council.

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



PURPOSE OF SAC

- **Facilitate the development of the School Improvement Plan (SIP)**
- **Monitor progress of the SIP and make modifications as needed**



SAC MEMBERSHIP

School Advisory Council Members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner as follows:

1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.



SAC COMPOSITION

SAC Composition must represent school population and must include:

Principal (Not assistant principal)

Teachers

BTU Steward (Or designee)

Parents

Innovation Zone Representative (Must be a parent)

SAF Chairperson (Must be a parent)

ESOL Representative (Must be the parent of ELL student)

ESE Representative (Must be the parent of an ESE student)

Gifted Representative (Must be the parent of a Gifted student)

Pre-K (If applicable-parent or certified teacher)

Non-Instructional Employees

Community/ Business Representatives

Students (mandatory for High School, optional for Middle School)



SAC CHAIR(S)

- **Elected AFTER SAC members are chosen**
- **Must represent SAC at Area Advisory Meetings**
- **Will represent SAC as a voting member at School Advisory Forum Meetings**



SAC BYLAWS

- **School Advisory Councils should review their SAC Bylaws in the beginning of each year and make necessary revisions during the fall.**
- **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 maintain a copy of their annual SAC Bylaws and should ensure that they are available for anyone who may wish to see them.**



SAC BYLAW REVIEW

ARTICLE IV. OFFICERS

- Section 1. Officers of this committee will consist of and secretary.
- Section 2. The officers shall be elected annually at the meeting.
- Section 3: Installation of new officers will be held at the 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.



SCHOOL ADVISORY FORUM

SBBC POLICY 1.3 SCHOOL ADVISORY FORUM: Every school shall have a School Advisory Forum (SAF) that 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.

MEMBERSHIP: Officers should be elected per their school bylaws.

DUTIES: Actively participate with the SAC in identifying the needs and priorities of the school.

Comprehensive SAF information can be found by logging onto:

<http://www.broward.k12.fl.us/sbbcpolicies/index.asp>



District Advisory Council Cordially Invites You to **SCHOOL ADVISORY FORUM TRAINING**

Training is available at two locations:

Morning Session: Wednesday, September 27, 2017 10 am to 12 pm

Location: Training Room

Office of School Performance and Accountability (OSPA)

610 NE 13 Ave, Pompano Beach, FL 33060 (754) 321-3838

Evening Session: Wednesday, October 4, 2017 6:30 pm to 9:00 pm

Location: Professional Development Room

McArthur High School

6501 Hollywood Blvd, Hollywood FL 33024

**TOPICS: Why are we here? What do I do? Where do I get information?
When do we meet? How do I get started? Where do I find the By Laws?
How do I work with my Principal? Why do I need Agendas and Minutes?
What is Sunshine Law and Robert's Rules? Where do I find my check list?
How do I deal with unruly members?**



HOW DOES SAC RELATE TO SAF?

SAC School Advisory Council

Mandated by School Board Policy

Main purpose is increasing student achievement through school improvement

Chair(s) can be employee and/or parent



SAF- School Advisory Forum

Mandated by School Board Policy

Main purpose is communication between stakeholders, the school, and the Area Advisory Council Chair

MUST be a parent

SAF Chair is a member of SAC



SAC AND SAF ELECTION PROCEDURES

Once a nominating committee is named (as per your school's bylaws) the following procedures should be utilized.

1. Send out memo to school parent population (or otherwise advertise to your entire community, a notice that SAF elections will be held at the May meeting of the school year. Request nominations!
2. The Nominating Committee may extend a courtesy call to each of the present SAF officers asking if they wish to stay on as officers for the next school year (again, check your bylaws for limits on terms of office).
3. The Nominating Committee compiles a slate of officers from the names they have received from steps 1 and 2. It is the charge of the nominating committee to slate that candidate who is best qualified for the position.
4. The Nominating Committee makes a courtesy call to each slated officer to inform them of their nomination and reconfirm their acceptance of the nomination.
5. The Nominating Committee presents slate of officers to membership either at a general meeting usually one month prior to the election. (Check your bylaws!)
6. The Nominating Committee conducts the elections. They present the slate at the election meeting and ask for nominations from the floor. **If there are no nominations** from the floor the slate can be voted on as is - one vote for the entire slate.
7. If there are nominations from the floor you can have either an open or closed ballot election. An open ballot is typically taken by a show of hands; a closed ballot is taken by written ballot. You must vote for each position for which there is more than one nominee. Then, you can vote on the remainder of the slate. (For example: there is a nomination from the floor for the position of recording secretary. You must have a vote for the position of recording secretary (either open or closed) and then vote on the remainder of the slate.)



SAC AND SAF ELECTION PROCEDURES

In the event there is no nominating committee formed then:

- 1. Send out memo to school parent population** (or otherwise advertise to your entire community) a notice that SAF elections will be held at the May meeting of the school year that Nominations will be taken from the floor.
- 2. Anyone can nominate a candidate**, even the candidate themselves, from the floor. You can have either an open or closed ballot election. An open ballot is typically taken by a show of hands; a closed ballot is taken by written ballot. You must vote for each position for which there is a nominee.

SAF Minutes must reflect the voting procedure and who was elected to each position.



A+ RECOGNITION FUND

- **All schools that qualify for A+ Funds Must complete the process by February 1, 2016, as required by Florida Statute 1008.36:**

Schools that sustain high performance by receiving a school grade of "A;" or

Schools that demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade; or

Schools that improve more than one letter grade and sustain the improvement the following school year; or

Schools designated as Alternative Schools that receive a school improvement rating of "Improving" or improve at least one level.

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

http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=6

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

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

- **Information about Accountability Rules and School Grade Calculations**

<http://www.fldoe.org/accountability/accountability-reporting/accountability-rules.stml>

Important Note - Florida Statute 1008.36 states:

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



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 can be found by logging on to:

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

New SAC chairs will be given access.

Username: P-number

Password: password1 (for first time users)

If you need help logging on,
your IF can assist you.



BEST Practice #2

An Embedded High Quality RtI Process

☆ 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 Te

OSPA CENTRAL

Graduation/College and Career F

Click on Early Warning Indicators

NEW

☆ School Improvement Plan: Early Warning Indicators

School-Level Implementation of Assessment, Standards, and Instruction

State Board Rule 6A-6.053 requires that students be taught utilizing an evidence-based sequence of reading instruction and for districts to describe the process that all instruction is systematic, explicit and based on data. Annually, schools must submit a SIP which includes procedures to ensure this is accomplished. All school site responsibilities listed in State Board Rule 6A-6.053 are accurately covered in each of SIP.

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.

School Improvement Plan: Early Warning Indicators

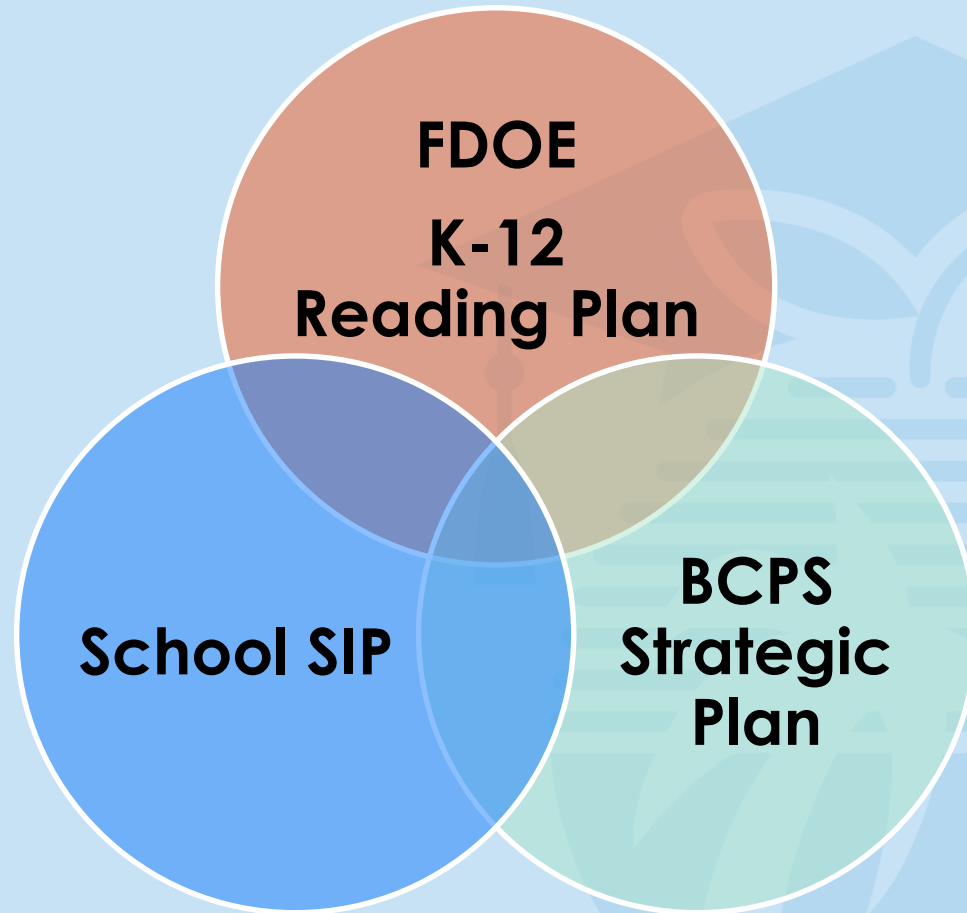
The Identification/Intervention Decision Tree charts demonstrate how assessment data from progress monitoring and other forms of identification will be used to identify specific reading instructional needs and interventions for students.

1. What specific school-level progress monitoring data is collected and how often?
2. What instructional materials are used to inform instruction based on needs?
3. How does the school ensure the fidelity of students not progressing towards school and district goals?
4. How does the school ensure that all classroom instruction is accessible to the full range of learners using UDL?



State, District, and School Goals Alignment

- Standards-Based Instruction
- Progress Monitoring Tools
- MTSS/RtI
- PLCs
- Universal Design for Learning
- Appropriate Instructional Resources



BEST Practice #2

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School Improvement Plan: Early Warning Indicators

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BEST Practice #2

An Embedded High Quality RtI Process

Band	Earned	Band	SES Band	SES Band	SES Band
3	314	144 of 218	2	97	193

[Download Band Data](#)

Resource Documents

- 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 Account
- 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



- Added:
1. Reading Decision Tree
 2. Literacy Field Guide
 3. FDOE Reading Plan



Best Practice #4 Scaling BEST Practices

The screenshot shows a web-based document titled "School Improvement Plan: School Goals". The document contains two questions, each highlighted with a blue starburst labeled "NEW".

NEW How does the school ensure classroom instruction is aligned to grade-level standards?
Is aligned to grade-level standards?

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

NEW In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?



2. ATTENDANCE PLAN

DISTRICT CONTACT:

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



PLAN STRUCTURE: Attendance Plan

Data (Populated on August 2, 2017)

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 DATA

- Data is included in the SIP
- Two-year data by semester can be compared by switching the year to 2015/16

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	#	%	#	%	#	%	#	%
9 th									
10 th									
11 th									
12 th									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)

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



ATTENDANCE PLAN GOALS

- **Analyze school-wide data 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**

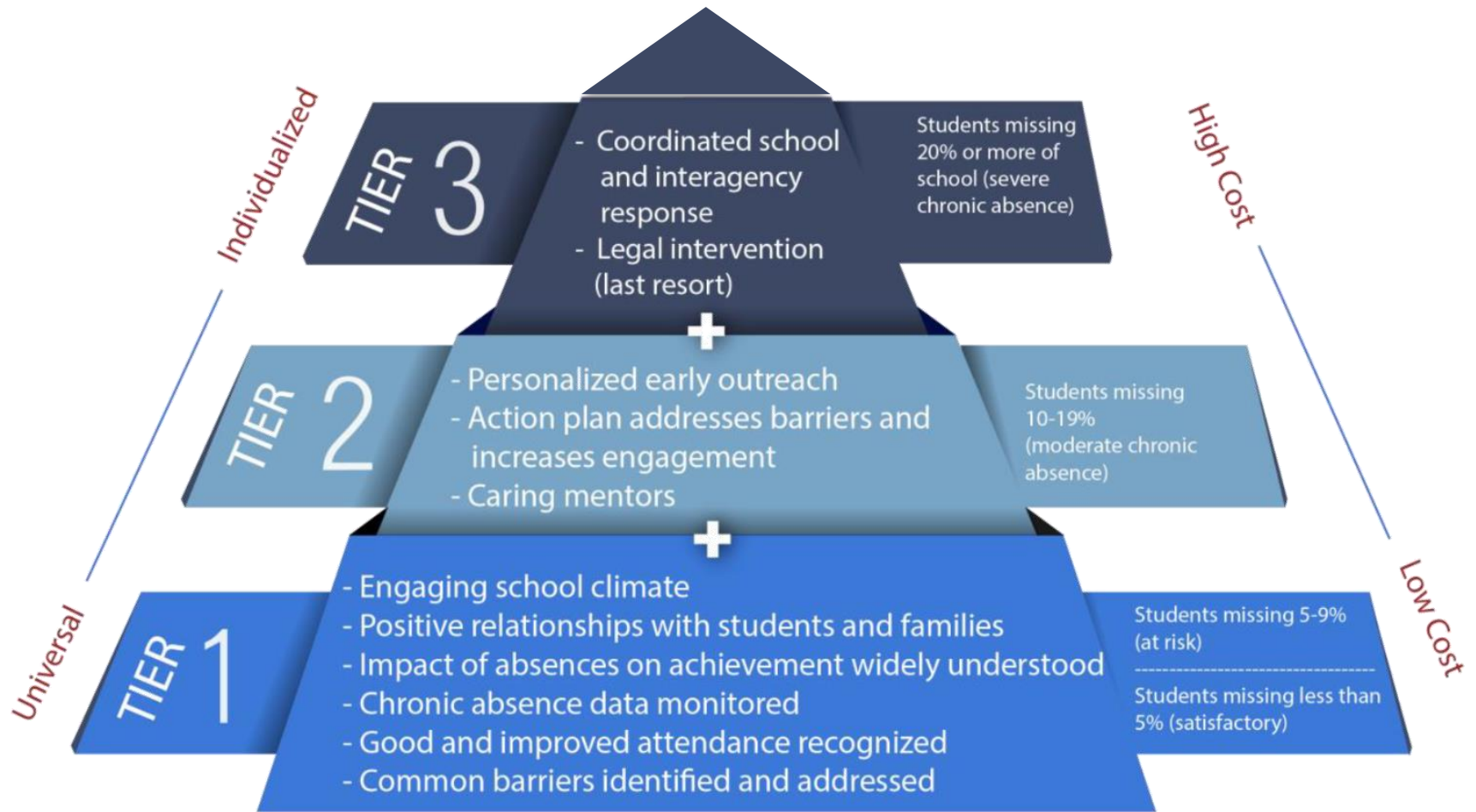
Tier 1: Strategies aimed at all students and families

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

**Tier 3: Coordinated school and district response (Student Services Department).
Legal intervention (last resort)**



ATTENDANCE PLANS TIERS & STRATEGIES



ATTENDANCE PLAN TIER 1 EXAMPLES

1. Attendance phone line for your school on the school website. **EASILY ACCESSIBLE, not in a document that has to be downloaded.**
 - Recommended locations: 1. Contact Us and 2. Absence Reporting Policy. Use a phone number intended for attendance reporting.
 - Add to the school’s splash page on the District website.
 - Attendance Clerk at the school should monitor the messages. Try to keep up so parents don’t get the “**voice mailbox is full**” message.
2. Teachers take daily attendance. Administrators and teachers work together to resolve conflicts in attendance records as a result of testing, field trips, illness, and other causes of a student’s absence from the classroom.
3. Parents are expected to update school records with a reliable phone number. On the school plan, how will parents know to do this?



ATTENDANCE PLAN TIER 2 EXAMPLES

- **Review attendance every week for students that are chronically absent or at-risk Look for patterns**
- **Suggest a home visit or conference**
- **Nurture teacher interest in helping to reach out to chronically absent students**
- **Recognize good and improved attendance**
- **Assign an attendance buddy (A student or teacher volunteer that checks in with students that have attendance concerns)**
- **Refer families to appropriate services (Social worker, guidance counselor, HEART, health services)**
- **Identify barriers (transportation, housing, income)**



ATTENDANCE PLAN TIER 3 EXAMPLES

- **Determine how many students have a history of missing 20% or more of school. Identify the students with your leadership team**
- **Ensure continued positive contact with the family**
- **Share data with appropriate agencies to coordinate services**
- **Work with families to avoid legal consequences to the extent possible**
- **Use appropriate protocol for B-TIP, CINS/FINS agencies**



RESOURCES TO HELP WITH THE PLAN

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

Attendance Plan Rubric School Improvement Plan 2017/18

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

Goals	4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
(School data analyzed and aligned with attainable goals for 1 semester/year)	<ul style="list-style-type: none"> Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. School-wide goals reflect District goal to reduce 	<ul style="list-style-type: none"> Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. School-wide goals reflect District goal to reduce 	<ul style="list-style-type: none"> Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. School-wide goals reflect District goal to reduce 	<ul style="list-style-type: none"> Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement. May be missing School-wide goals reflecting District goal to reduce

Attendance Plan Rubric School Improvement Plan 2017/18

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

4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
A. Plan includes year for	A. Plan includes year for	A. Plan includes year for	A. Plan includes year for

Attendance Plan Rubric School Improvement Plan 2017/18

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

4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of positive reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students. Additional school strategies in place to improve attendance for students with severe absenteeism.	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students.	A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges. B. How will the school assess student and family needs and intensify outreach? Increase family engagement? C. Incorporation of reinforcements into plans for supporting student's improved attendance. D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach. E. At least two strategies to remove barriers to attendance for students.	Information at the core plan A. M. B. En Fam. C. R. Imp D. Pe E. De

Tier 1
(All students and community)

Tier 2
(Students and families with at-risk attendance and a history of chronic absenteeism)

Tier 3
(Highest level of need: Chronic/severe absenteeism)

BROWARD COUNTY PUBLIC SCHOOLS

24/7 105 DAYS ATTENDANCE COUNTS! ALL DAY, EVERY DAY.

TIERS OF INTERVENTION TO IMPROVE ATTENDANCE

A. MONITOR DATA

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

B. ENGAGE STUDENTS AND PARENTS

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

C. RECOGNIZE GOOD AND IMPROVED ATTENDANCE

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

D. Provide Personalized Early Outreach

E. REMOVE BARRIERS TO ATTENDANCE



3. FACE PLAN

(Family and Community Engagement)

District contact:

Nadia Clarke, Assistant Director,

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





Office of Family and Community Engagement (FACE)

FACE in Broward Schools

*Engaging families and the community
in support of healthy schools*

Vision:

A district where every family actively partners with schools in supporting their children's learning and academic achievement. Schools have systems and practices in place that value and engage families and their communities in essential and meaningful ways

Mission:

To work collaboratively with families, community members and schools to ensure student success



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”

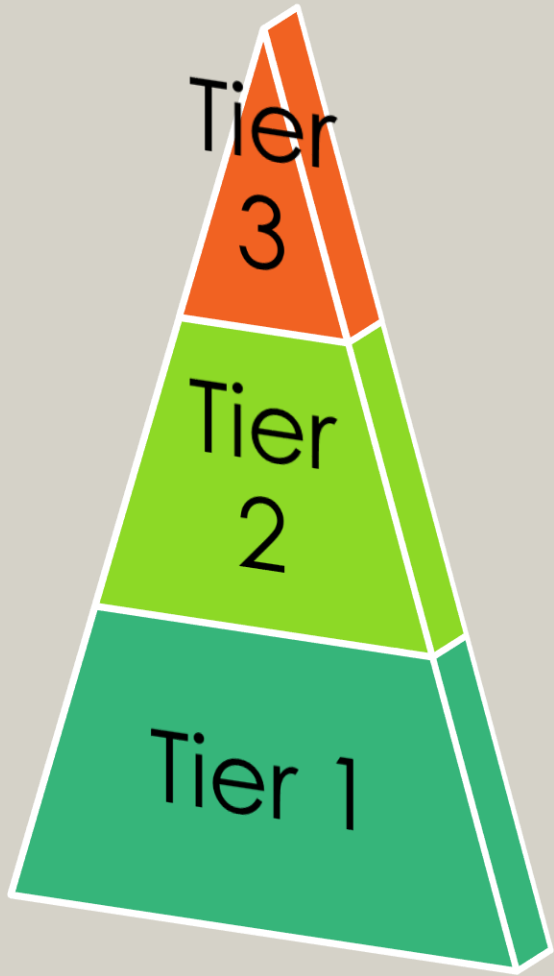
Listening to what parents think, dream, and worry about with a goal of not to serve clients but to gain partners



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



2017-2018 Strategy



Tier 1: All Schools and Communities

- FACE Plan in SIP (BP 3)
- Access to monthly engagement ideas
- Monthly school-focused workshops
- Parent workshops

Tier 2: Identified Schools & Faith-Based Partnerships

- Site-based training with school team using AECF Planning tool
- Facilitate planning session to identify ways to support school

- ## **Tier 3:** SPARKS (Dillard and BA Zones)
- Enhancing/strengthening support for educators, families and communities
 - Joint community partnership development
 - Zone engagement activities

SY 18 Project

- Update Parent Resource Guide
- Gulfstream Family Resource Center – FACE Center
- Community University



FACE Plan in SIP

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 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.

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 and distribute customer service handout to staff	Within the first 30 days	Link to the "Providing Quality Customer Service" document		Provide exceptional customer service to families and community stakeholders		Description of training held and copy of roster
Create a dedicated FACE Resource space in the building providing an updated calendar, district resources, academic & testing information, and specific community resources that can be accessed discreetly (<i>FACE Resource tool provided to school by the Office of Family And Community Engagement</i>)	Within the first 60 days	Identify space in the school that is frequently trafficked and easily accessible to families		Provide ongoing updated relevant resources to families and the community		Monthly photos of updated tool; copies of documents shared
Create Cultural Ambassadors and Resident Expert to facilitate a workshop around the cultural uniqueness of families served in the school/community	Between the 5th and 6th week of school	Link to the "10 Things You Should Know" document		Bridge the Cultural Gap between Families & Staff		Copy of information shared with the school community
Create a staff focused "Catch Them Being Good" program recognizing individuals supporting a positive environment/culture in your school	Monthly	Print/distribute/ post CTBG postcards for families to complete at anytime during the day/school year - embed link		Provide incentives to maintain a positive school environment		Ex. Scanned copies of submitted postcards, pictures from recognition activity
Engage in deliberate school-wide Social Emotional Learning (SEL) activities in LEAPS evidenced in SIP, Positive Behavior Plan (SPBP), RtI Action Plan, Attendance Plan	Daily	Embed activities in SIP, Behavior Plan, RtI Action Plan, Attendance Plan		Provide tiered support for Social Emotional Learning		LEAPs usage, SIP accreditation



Engagement Goal

MAIN

 Dashboard

 Communication

 Broward PIVOT

 Graduation Tracking

 School Resource
Locator

Select School Year:

2016 - 2017 ▾

☆ 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 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.



Strategy 1 – Customer Service

- Department Info
- Events / Event Registration
- School Improvement Plan
- Attendance Plan
- Behavior Plan
- FACE Plan
- Title 1 Plan (Addendum)

☆ Review and distribute customer service handout to staff

Strategy Review and distribute customer service handout to staff

[Download Customer Service \(PDF\)](#)

Due Date 20 Days (From School Start)

Objective	Added By	Date		
Provide exceptional customer service to families and community stakeholders	Nadia Clarke	11/9/2016	Edit	Delete

Objective (Additional objectives are optional)

Rich text editor toolbar with icons for Source, Undo, Redo, Bold, Italic, Underline, Strikethrough, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, and other formatting options.

[Save Objective](#)

Person(s) or Group(s) responsible for this strategy?

You may add as many persons or groups as you need 1 at a time



Strategy 3 – FACE Resource Space

Broward County Public Schools x

www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school_number=2221

☆ Create a dedicated FACE Resource space

Strategy Create a dedicated FACE Resource space in the building providing an updated calendar, district resources, academic & testing information, and specific community resources that can be accessed discreetly

Due Date 40 Days (From School Start)

Objective	Added By	Date		
Provide ongoing updated relevant resources to families and the community	Nadia Clarke	11/9/2016	Edit	Delete

Objective (Additional objectives are optional)

Source [Icons] [Rich Text Editor]

Save Objective

Person(s) or Group(s) responsible for this strategy?
You may add as many persons or groups as you need 1 at a time



Strategy 4 – “Catch Them Being Good”

Broward County Public School x | Nadia vWORK

www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school_number=2221

★ Create a staff focused "Catch Them Being Good" program

Strategy Create a staff focused "Catch Them Being Good" program recognizing individuals supporting a positive environment/culture in your school

Due Date Monthly

Objective	Added By	Date		
Provide incentives to maintain a positive school environment	Nadia Clarke	11/9/2016	Edit	Delete

Objective (Additional objectives are optional)

Source | Copy | Paste | Undo | Redo | Find | Spell | Bold | Italic | Underline | Strikethrough | Subscript | Superscript | Text Color | Background Color

List | Bulleted List | Numbered List | Decrease Indent | Increase Indent | Link | Unlink | Insert Link | Styles | Format | Font | Size | Text Color | Background Color

Save Objective

Person(s) or Group(s) responsible for this strategy?
You may add as many persons or groups as you need 1 at a time

Save Person Responsible



Strategy 5 – SEL

☆ Engage in deliberate school-wide Social Emotional Learning (SEL) activities in LEAPS

Strategy Engage in deliberate school-wide Social Emotional Learning (SEL) activities in LEAPS evidenced in SIP, Positive Behavior Plan (SPBP), RtI Action Plan, Attendance Plan

Due Date Daily

Provide tiered support for Social Emotional Learning as evidenced by daily use of LEAPS, RtI, and other supported strategies. Documentation for this strategy will be evidenced under Best Practice 2 RtI Action Plan and embedded activities in the Behavior and Attendance Plans.



Optional Objectives and Upload Documents

Broward County Public School x Nadia Work

www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school_number=2221

Objective (Additional objectives are optional)

Source | [Icons] | B I U S x_e x^e I_x | Styles | Format | Font | Size | A - A +

Save Objective

Person(s) or Group(s) responsible for this strategy?
You may add as many persons or groups as you need 1 at a time

Save Person Responsible

How will we measure the progress?

Save Way to Measure Progress

Upload supporting documents for each strategy
(Ex. Description of training held and copy of roster)

Upload Supporting Documents



Questions and Support

Nadia Clarke

**Office of Family and Community
Engagement**

754-321-1599

nadia.clarke@browardschools.com



4. 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





Diversity, Prevention and Intervention

MTSS/RtI Action Plan

Self-Assessment of

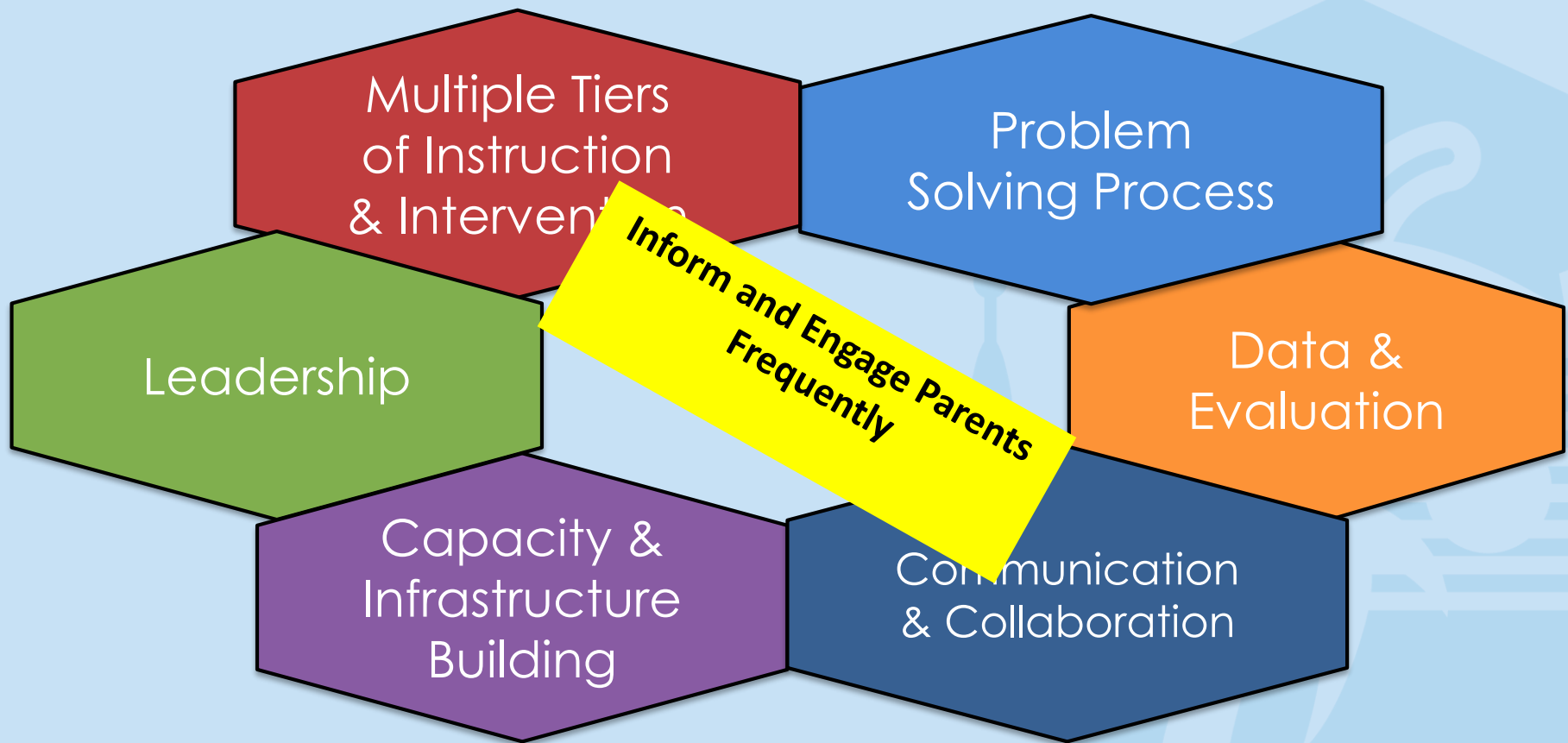
Multi-Tiered System of Supports (SAM)

OUR VISION of MTSS

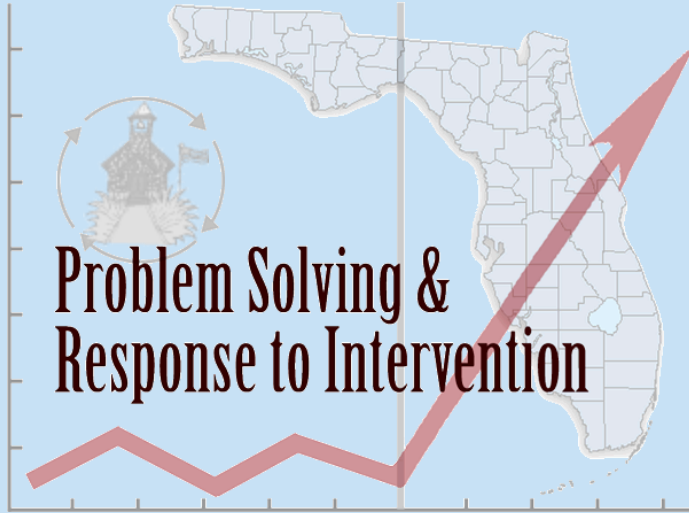
- **Enhance the capacity of all schools to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school;**
- **Accelerate and maximize student academic and social-emotional outcomes through the application of collaborative data-based problem solving utilized by effective leadership at all levels of the educational system;**
- **Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for college and career within our global society**



CRITICAL COMPONENTS OF MTSS



THE BIG PICTURE



Florida's
MTSS



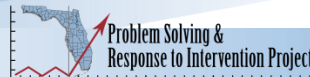
*A Multi-Tiered
System of Supports*





*A Multi-Tiered
System of Supports*

SAM SELF-ASSESSMENT OF MULTI-TIERED SYSTEM OF SUPPORTS INSTRUMENT OVERVIEW



ELEMENTS AND SCORING RUBRIC

Item	0	1	2	3
1. Leadership Domain (Items 1-5)				
Rating 0-3				
1. The principal is actively involved	0	1	2	3
2. A leadership team is established	0	1	2	3
3. The leadership team actively engages in ongoing professional development	0	1	2	3
4. A strategic plan for MTSS implementation is developed	0	1	2	3
5. The leadership team is actively facilitating implementation	0	1	2	3
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)				
Rating 0-3				
6. The critical elements of MTSS are defined and understood	0	1	2	3
7. Professional development and coaching provided to staff	0	1	2	3
8. The leadership team facilitates PD on data-based problem-solving	0	1	2	3
9. The leadership team facilitates PD on multi-tiered instruction and intervention	0	1	2	3
10. Coaching is used to support MTSS implementation	0	1	2	3
11. Schedules provide adequate time for training and coaching	0	1	2	3
12. Schedules provide adequate time to administer assessments	0	1	2	3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	0	1	2	3
14. Schedules provide adequate time for data-based problem-solving	0	1	2	3
15. Processes, procedures, and decision-rules are established for DBPS	0	1	2	3
16. Resources to support MTSS implementation are identified and allocated	0	1	2	3
3. Communication and Collaboration Domain (Items 17-20)				
Rating 0-3				
17. Staff have consensus and engage in MTSS implementation	0	1	2	3
18. Staff are provided data on MTSS fidelity and student outcomes	0	1	2	3
19. The infrastructure exists to support family and community engagement	0	1	2	3
20. Educators actively engage families in MTSS	0	1	2	3
4. Data-Based Problem-Solving Domain (Items 21-27)				
Rating 0-3				
21. DBPS for student outcomes occurs across content areas, grade levels, and tiers	0	1	2	3
22. Across tiers, data used to identify "gap" between expected and current outcomes	0	1	2	3
23. Data are used to identify reasons why students are not meeting expectations	0	1	2	3
24. Plans based on verified reasons why students are not meeting expectations	0	1	2	3
25. Student progress specific to academic or behavior goals are monitored	0	1	2	3
26. Data are used to address performance across diverse group	0	1	2	3
27. Resources for implementation of MTSS are addressed through data-based problem-solving	0	1	2	3
5. Three Tiered Instructional/Intervention Model Domain (Items 28-33)				
Rating 0-3				
28. Tier 1 academic practices clearly identify learning standards	0	1	2	3
29. Tier 1 behavior practices identify school-wide expectations	0	1	2	3
30. Tier 2 academic practices include common student needs, are linked to Tier 1	0	1	2	3
31. Tier 2 behavior practices include common student needs, are linked to Tier 1	0	1	2	3
32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
33. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
6. Data-Evaluations Domain (Items 34-39)				
Rating 0-3				
34. Staff understand and have access to data sources	0	1	2	3
35. Policies and procedures for decision-making are established	0	1	2	3
36. Effective data tools are used appropriately and independently by staff	0	1	2	3
37. Data sources are used to evaluate the fidelity and impact	0	1	2	3
38. Available resources are allocated effectively	0	1	2	3
39. Data sources are monitored for consistency and accuracy	0	1	2	3

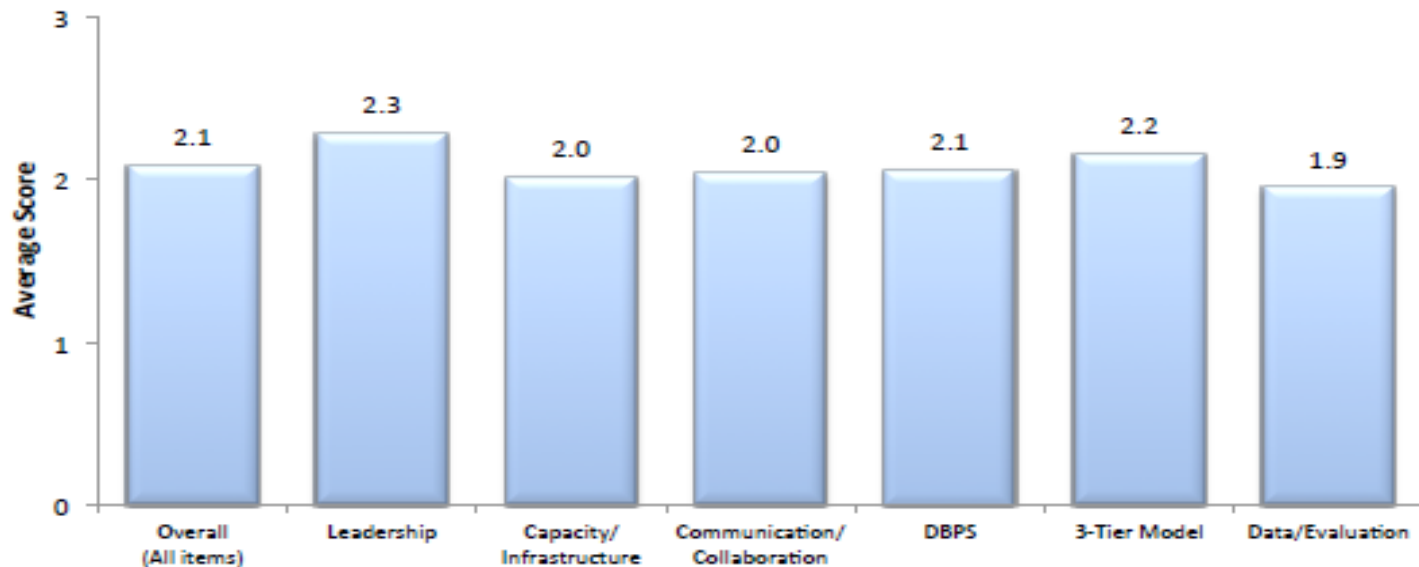
- “0” = Not Implementing**
 The school does not have the consensus or infrastructure to implement the components of an MTSS model
- “1” = Emerging/Developing**
 The school is building consensus and designing the infrastructure to implement an MTSS model
- “2” = Operationalizing**
 The school implements the structures designed during the Emerging/Developing stage and works to build consistency and integrity
- “3” = Optimizing**
 The MTSS model is embedded with integrity. The focus is on how effective the model is and changes are based on data



SAM REPORT

Download your SAM report, convene your school -based team, analyze your SAM data, identify effective practices, identify lowest levels of implementation, and complete your action plan. At a minimum the school -based team must address the 2 lowest average SAM domains and at a maximum address all 6 SAM domains.

District Domain Averages



ADMINISTRATION PROCEDURES

- **School leadership team members receive instrument beforehand**
- **Members should independently review instrument and think about school ratings**
- **School leadership team meets**
- **Designated facilitator guides team through instrument, coming to consensus on the rating for each item**
- **Designated team member enters final version into Qualtrics online database**

Diversity, Prevention & Intervention Resources

Documents > MTSS Academic ... > Self Assessment of MTSS (SAM)

Name	Modified
SAM Action Plan 1718 SY.pdf	February 22
SAM Administration Timeline 2017 SY.pdf	March 1
SAM Brainshark BCPS 2016.ppt	March 1
USF SAM 2.0 .pdf	March 1
USF SAM TA Manual 2016.pdf	February 22



ADMINISTRATION TIMELINE



Broward County Public Schools
Self-Assessment of Multi-Tiered System of Supports (SAM)
Administration Timeline
2017-2018 SX



Action Steps		Due Date	Person(s) Responsible	Guidance
1.	<ul style="list-style-type: none"> Distribute SAM Administration Timeline Distribute SAM Report Analyze SAM data Celebrate effective practices Identify lowest levels of implementation (Minimum of 2 SAM domains) 	September 18, 2017	Principal and School-based Leadership/ CPS Team	<ul style="list-style-type: none"> SAM report distributed by MTSS Instructional Facilitator
2.	<ul style="list-style-type: none"> Complete MTSS/RtI Action plan in SIP Address lowest levels of implementation (Minimum of 2 SAM domains) 	September 28, 2017 Due with School Improvement Plan	Principal and School-based Leadership/ CPS Team	<ul style="list-style-type: none"> Support provided during school improvement training MTSS/RtI Action Plan created in the School Improvement Plan (SIP)
3.	<ul style="list-style-type: none"> Share MTSS/RtI Action Plan and SAM report all staff and stakeholders Monitor progress and evaluate expected outcomes at a minimum twice a year 	Progress Monitoring January 12, 2018 April 6, 2018	Principal and School-based Leadership Team	<ul style="list-style-type: none"> Ensure all staff and stakeholders have access to MTSS/RtI Action Plan and SAM report Apply problem-solving skills and use multiple sources of data to inform continuous improvement efforts
4.	Distribute and review SAM	February 16, 2018	Principal and School-based Leadership Team	Resources can be found at District



SAM PROBLEM SOLVING: STEP #1

☆ Leadership ^ x

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



SAM PROBLEM SOLVING: STEP #1

Self-Assessment of MTSS Implementation (SAM)					
Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. Leadership Domain (Items 1-5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does <u>not</u> actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	<u>and</u> The principal actively supports the leadership team and staff to build capacity for implementation	<u>and</u> The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel ¹) and is responsible for facilitating MTSS implementation ²	<u>No</u> leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation,	<u>and</u> The leadership team has explicit expectations for facilitating MTSS implementation,	<u>and</u> The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	
3. The leadership team actively engages staff in ongoing professional development and coaching ³ necessary to support MTSS implementation	The leadership team does <u>not</u> have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation	<u>and</u> A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	<u>and</u> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	<u>No</u> strategic plan for MTSS implementation exists	Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	<u>and</u> As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation ⁴	<u>and</u> A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	
5. The leadership team is actively facilitating implementation of MTSS ⁵ as part of their school improvement planning process	The leadership team is <u>not</u> actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements ⁶ of MTSS	<u>and</u> The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	<u>and</u> The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	

SAM Version 2.0 (October 2015) Page - 1



SAM PROBLEM SOLVING: STEP #2

Why is it occurring?

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

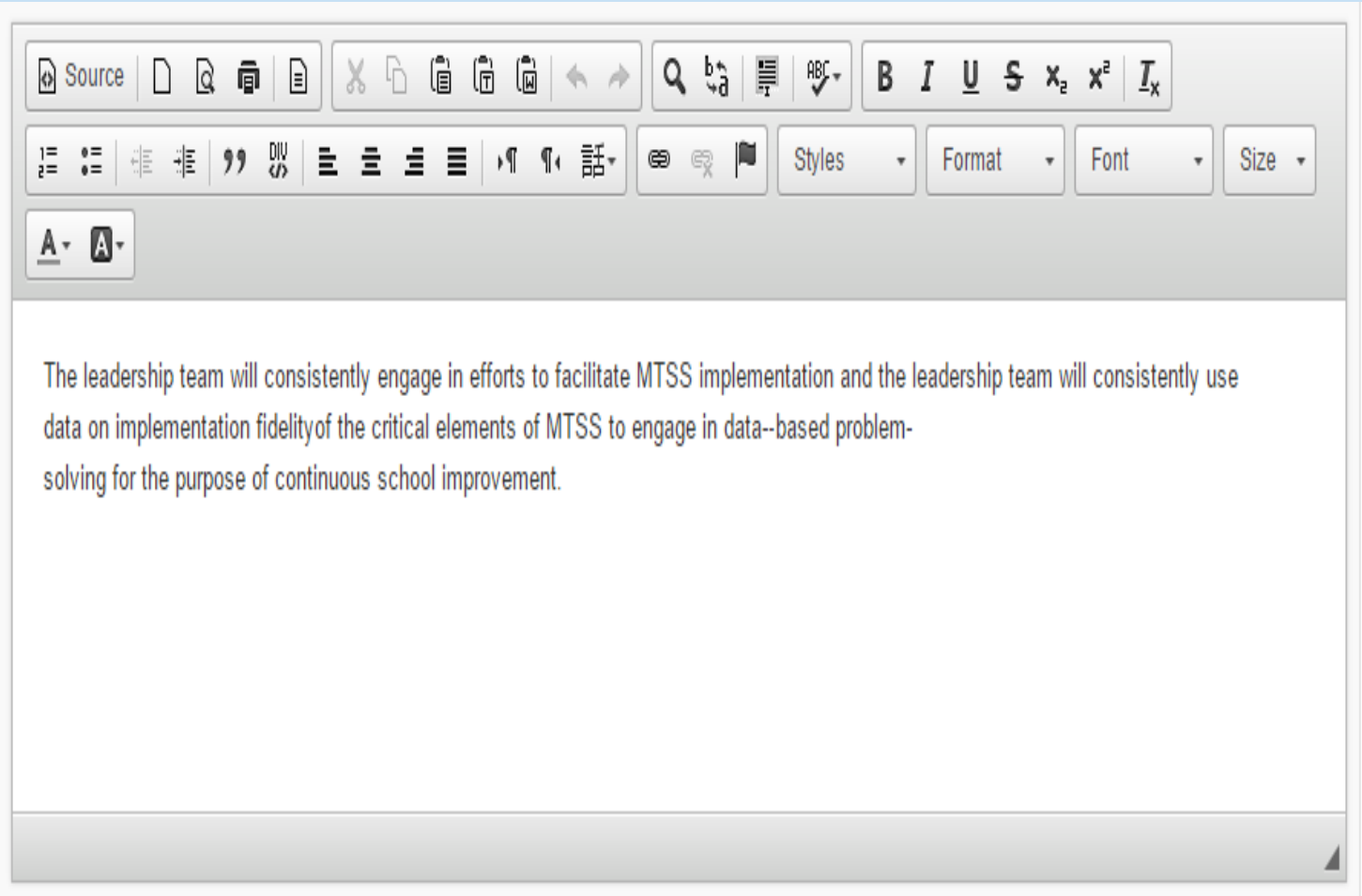
The leadership team is not consistently engaging in efforts to facilitate MTSS implementation and the leadership team is not consistently using data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement.

body div



SAM PROBLEM SOLVING: STEP #3

What are we going to do about it?



The screenshot shows a rich text editor interface. The toolbar includes a 'Source' button, a 'Q' icon, a copy icon, a paste icon, a delete icon, a redo icon, a undo icon, a search icon, a link icon, a list icon, and an 'ABC' dropdown. The main editing area contains the following text:

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



SAM PROBLEM SOLVING: STEP #3

Action Plan

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



SAM PROBLEM SOLVING: STEP #4

How will we monitor and measure our success?	<div data-bbox="305 301 1746 401"></div> <ul data-bbox="355 454 1398 644" style="list-style-type: none">• Measure our success by Self-Assessment of Multi-Tiered System of Supports (SAM) domain average increase• Collect evidence to support implementation, MTSS/Rtl meeting agendas and professional learning sessions• Records review (BASIS 3.0)• Classroom observations• MTSS/Rtl look-fors• Critical Components Checklist and/or Observation (District MTSS/Rtl Instructional Facilitator)
Person(s) Responsible	Luther Vandross, Principal; Anita Baker, Rtl Contact; Faith Hill, Literacy Coach, Tarrus Riley, Math Coach; George Michael, School Counselor; Chance
Follow Up Date	09/22/2015
Completion Date	12/22/2017
<div data-bbox="123 1120 736 1180">Save Save & Upload Supporting Evidence Cancel</div>	



RESOURCES AND SUPPORT

Diversity, Prevention & Intervention SharePoint

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

- **MTSS/Rtl Instructional Facilitator**
(See Support Matrix)
- **Diversity, Prevention & Intervention**
754-321-1655
- **Adrienne T. Dixon**
954-235-6886



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



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



5. TITLE I PLAN (ADDENDUM)





Title I, Migrant & Special Programs

2017-2018 Title I Plan (Addendum)



Adriana Karam, Program Specialist

Tamara Battle, Grant Facilitator

Yolanda Nails, Grant Facilitator

Title I Plan (Addendum)



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

**Public Law No. 107-110, Section 1114(b)(1),
codified at 20 U.S.C. § 6314(b)
requires that all Title I Schools complete a
School-wide Plan.**



Title I Plan (Addendum)



In Broward County:

If your school has a grade of D or F

(**focus or priority school**):

You are required to complete

The Florida Department of Education
School Improvement Plan

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





Let's Review!

Title I Plan (Addendum)

MAIN

 Dashboard

 School Improvement Plan

 Attendance Plan

 Behavior Plan

 FACE Plan

 Title 1 Plan (Addendum)



Title I Plan (Addendum)

REQUIREMENTS



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

➤ 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 intermediate 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 curriculum reading series to be used during whole group and small group instruction. Teachers will learn how to utilize the I-ready diagnostic 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 Math Training September 12, 13 and 14, 2016. This training will enhance their understanding of the new core curriculum math series to be used during whole and small group instruction. Teachers will learn how to utilize the I-ready diagnostic 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 numbers 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.**



|
**TITLE I PROGRAM SPECIALISTS
 2017-2018 SCHOOL ASSIGNMENTS**

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Rev. 4/21/17 pc

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BANYAN	BROADVIEW	ATLANTIC WEST	BROWARD ESTATES	BOULEVARD HEIGHTS	BENNETT
CHALLENGER	CASTLE HILL	BETHUNE	DILLARD	CRESTHAVEN	CYPRESS
COCONUT PALM	ENDEAVOUR	COCONUT CREEK	KING, JR., DR. MARTIN L	DEERFIELD BEACH	DREW, CHARLES
COLBERT	LARKDALE	COLLINS	MARSHALL, THURGOOD	DEERFIELD PARK	FLORANADA
*CORAL COVE	LAUDERHILL, PAUL T	*CORAL PARK	ROCK ISLAND	HOLLYWOOD PARK	LLOYD ESTATES
CROISSANT PARK	ORIOLE	CORAL SPRINGS	SUNLAND EARLY LEARNING	NORCREST	MARKHAM
DISCOVERY	PARK LAKES	DANIA	WESTWOOD HEIGHTS	ORANGE BROOK	MCNAB
*DOLPHIN BAY	ROYAL PALM	DAVIE		PARK RIDGE	MEADOWBROOK
FAIRWAY		DRIFTWOOD		TEDDER	MIRROR LAKE
FOSTER, STEPHEN		FLAMINGO		WEST HOLLYWOOD	NORTH ANDREWS GARDENS
GULFSTREAM ACADEMY		FOREST HILLS			NORTH SIDE
HORIZON		HOLLYWOOD CENTRAL			NOVA BLANCHE F.
LAKE FOREST		HUNT, JAMES			NOVA EISENHOWER
MAPLEWOOD		LIBERTY			OAKLAND PARK
MIRAMAR		MARGATE			PALM COVE
NOB HILL		MORROW			PALMVIEW
NORTH FORK		NORTH LAUDERDALE			PASADENA LAKES
PERRY, ANNABEL		OAKRIDGE			PEMBROKE LAKES
RAMBLEWOOD		PARKSIDE			PEMBROKE PINES
RIVERLAND		PINEWOOD			PETERS
SANDPIPER		QUIET WATERS			PINES LAKES
SEA CASTLE		SHERIDAN HILLS			PLANTATION
SUNSHINE		SHERIDAN PARK			PLANTATION PARK
TAMARAC		STIRLING			POMPANO BEACH
VILLAGE		TRADEWINDS			SANDERS PARK
WATKINS		*WESTCHESTER			SAWGRASS
WELLEBY		WINSTON PARK			WALKER
					WILTON MANORS

MIDDLE SCHOOLS

BAIR	LAUDERDALE LAKES	ATTUCKS	DANDY, WILLIAM	APOLLO	NOVA
McNICOL	LAUDERHILL MIDDLE/HIGH	*CORAL SPRINGS	DILLARD MIDDLE/HIGH	DEERFIELD BEACH	PINES
MILLENNIUM		CRYSTAL LAKE	PARKWAY		PLANTATION
NEW RENAISSANCE		DRIFTWOOD			POMPANO BEACH
NEW RIVER		FOREST GLEN			RICKARDS, JAMES
RAMBLEWOOD		LYONS CREEK			SEMINOLE
WESTPINE		MARGATE			SUNRISE
		OLSEN			
		SAWGRASS SPRINGS			
		SILVER LAKES			



Need help? Contact us!



Adriana Karam

754-321-1417



Tamara Battle

754-321-1400



Yolanda Nails

754-321-1400



4. 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 SPBP

Tyney Hogan



Objectives

After this presentation, you will know:

- ✓ Why all schools need to complete a SPBP
- ✓ How the SPBP is connected to PBIS
- ✓ What the template contains this year
- ✓ What your next steps should be
- ✓ Where to find the resources to complete the SPBP
- ✓ When the SPBP is due



**HINT: April 30
every year!**





Rationale

Does every school have to have a SPBP?

Yes, the SPBP is a part of the School Improvement Plan (SIP) and includes the BTU contracted discipline plan. Even if your school completes the state SIP they still need to complete the SPBP. It is also an embedded piece of **Best Practice # 2: Ensuring High Quality Embedded RtI Processes.**

Why?

The SPBP is the blueprint of your behavior curriculum. It needs to be documented and monitored for you to be able to evaluate the success of your curriculum. All schools, regardless of level or type, must have an individualized implementation plan submitted on the District's template.





The District's Initiative

Multi-Tiered System of Supports (MTSS)

MTSS is a term used to describe an **evidenced based** model of schooling that uses **data based problem solving** to integrate academic **and behavioral** instruction and intervention. The integrated instruction and intervention is delivered to students in **varying intensities** (multiple tiers) based on student need.





Outcomes of Tier 1 PBIS

effectively and consistently implementing

PBIS

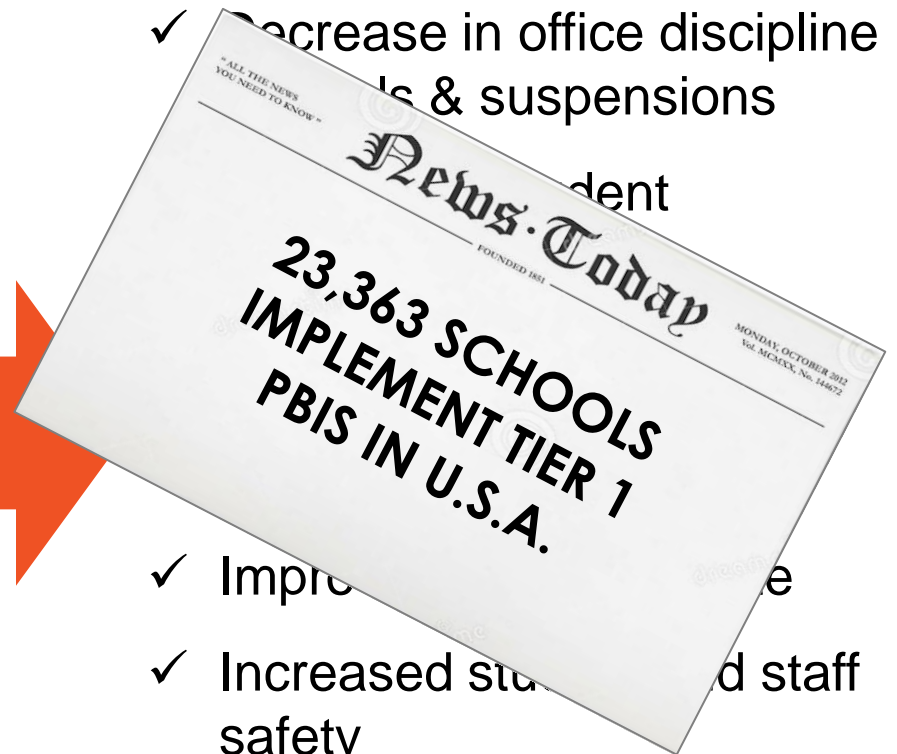
Builds environments in which positive behavior is more effective than problem behavior

Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior

Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes



- ✓ Decrease in office discipline referrals & suspensions



- ✓ Improved student and staff safety
- ✓ Increased student and staff safety
- ✓ Decreased staff absenteeism



Connection to PBIS

10 Critical Elements

1. Functioning Rtl:B/Discipline Team
2. Faculty & stakeholder buy-in & commitment
3. School-wide Expectations with Lesson Plans
4. Location-based Rules with Lesson Plans
5. Effective Discipline Process and Procedures
6. Effective Reward/Recognition Program
7. Implementation Planning
8. Data-based decision making
9. Classroom Management System (CHAMPs)
10. Ongoing Progress Monitoring & Evaluation





Step 1: Create a team

Teams will:

- Represent all major stakeholders of the school
- Meet quarterly to collect and analyze Tier 1 behavior data
- Create the SPBP, based on behavior data analysis
- Share information with staff and stakeholders during the year
- Hold a faculty vote on the SPBP
- Submit the SPBP in OSPA v.2.0 **by April 30th** every year





Step 2: Meet quarterly

Teams will:

- Check SPBP for meeting dates; set up first meeting if not held already
- Review SPBP documentation and actual implementation
- Review behavior data for trends and weak areas
- Modify the SPBP as needed
- Share information with staff quarterly
- Share information with stakeholders and SAC quarterly

- **ODRs:**
Location, time,
etc.
- **Reinforcement
s**
- **Suspensions**
- **Tardies**





Step 3: Use your resources

Resource:

➤ PBIS Team Agenda & Problem Solving Form

- Review and organize data
- 4 Step Problem Solving Process

➤ PBIS Data Collection Template

- ODRs: students, type of behavior, location, time,
- Reinforcements
- Suspensions
- Tardies

<http://www.browardprevention.org/mtssrti/rtib/>

Under “Teaming”





Step 3: Use your resources

Broward:

<http://www.browardprevention.org/mtssrti/rtib/>

- Principal Brainshark
- Team mini “how to” Brainsharks
- SPBP Lesson Plan samples
- In-depth Critical Element Brainsharks and resources

Tyyne.Hogan@browardschools.com

State:

<http://flpbs.fmhi.usf.edu/>

- PBIS (RtI:B) information, forms, webinars, etc.





Step 4: Send out a pre-SPBP Survey

To earn 3 bonus points:

1. Copy and disseminate the survey to all of your staff
2. Give staff sufficient time to complete and return to you
3. Collect and analyze survey data (or copy surveys for you)
4. Put all **original** surveys (and your school name) in a pony envelope
5. Send to: **Tyney Hogan, Lauderdale Manors Center, Room 1709**



1. Must have a minimum of 50% of your staff complete the survey
2. Pony must be received before April 1

<http://www.browardprevention.org/mtssrti/rtib/>

Under “Additional Items”





Step 5: Look for the new template



January 15th: Principal memo, Brainshark, and new template available

- Location of template will be indicated in the Principal memo
- Template will be similar to last year
- Template will expand to include all 10 PBIS Critical Elements:
 - Classroom Management
 - Implementation Planning



January 17th: SPBP Webinar 9:00-10:00

<http://browardschools.adobeconnect.com/spbp2018/>

(will be posted on website if you can/t attend)





Attend a PBIS training:

- 3 consecutive days: October 3, 4, and 5, 2017
- For teams of 4-6 people per school (support staff and/or teachers)
- Must have same administrator (in charge of behavior) attend all 3 days
- Teams will be able to update their SPBP with guidance and support during the training
- School will become a **“Certified PBIS School”** and will receive further supports and materials for *free*
- Email Tyyne.Hogan@browardschools.com if interested in attending OR if interested in attending another date





Helpful Hints



- Don't wait to start working on your SPBP
- Complete a pre-SPBP survey with staff
- Make it a multi-disciplinary team project
- Explain to staff how it will provide a consistent language across the school and will benefit them
- Play the Rtl:B 101 Brainshark for staff at a meeting
- Obtain stakeholder's feedback on updates
- Hold your vote early to be able to make any needed changes before the deadline
- Become a PBIS school

Pony your staff surveys
and receive **Bonus**
points!



Ask for help!



Contact

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

Diversity, Prevention & Intervention

Lauderdale Manors Resource Center

754-321-1655



or visit our website at:

www.browardprevention.org



@ Broward, Prevention & Intervention



@ DiversityBCPS



SIP TRAINING 2017-18

Quarter 1: Schools Supported by OSQ

Quarter 2: December 4 - December 8

Quarter 3: February 26 – March 2

Quarter 4: May 7 – May 11

