



**OFFICE OF SERVICE QUALITY**

# **SCHOOL IMPROVEMENT TRAINING – QUARTER 4**

**MAY 1 – MAY 5, 2017**

# URGENT REMINDER: ASSIST STAKEHOLDER SURVEY

**DIRECTIONS WERE SENT TO PRINCIPALS ON FEB. 23<sup>RD</sup>**

**AdvancED STAKEHOLDER SURVEY IS THE BCPS ANNUAL CUSTOMER SURVEY**

**The AdvancED Stakeholder will remain open until schools reach their quotas:  
20% OF PARENTS, 40% OF STUDENTS, 60% OF STAFF**

Use the following survey links to complete surveys:

- Web STAFF Survey Link: <http://www.advanc-ed.org/survey/public/8530367>
- Web PARENT Survey Link: <http://www.advanc-ed.org/survey/public/0413263>
- Web STUDENT Survey Links – Please use with the appropriate grade level:
  - Early Elementary (Grades K-2) <http://www.advanc-ed.org/survey/public/4852131>
  - Elementary (Grades 3-5) <http://www.advanc-ed.org/survey/public/6563635>
  - Middle & High (Grades 6-12) <http://www.advanc-ed.org/survey/public/2612735>



# URGENT REMINDER: VAL-ED SURVEY

**THE VAL-ED SURVEY WINDOW IS APRIL 17 - MAY 5, 2017**

The Principal, Principal's Supervisor, and Instructional Staff are asked to complete the survey as part of the terms of the Wallace. VAL-ED results will be analyzed and provide insights for Principal Supervisors on how to better support principals with focused professional development.

**PRINCIPALS WERE SENT DIRECTIONS ON  
APRIL 6<sup>TH</sup> VIA PIVOT**

**A Best Practice for successful survey completion success is to have all instructional staff take the survey in a group setting.**



# 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. FLDOE  
CIMS**

(Florida Department  
of Education Continuous  
Improvement Management  
System)



# 1. SCHOOL IMPROVEMENT PLAN 2017-18

## DISTRICT CONTACT:

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



# DATES/ DEADLINES FOR 2017-2018

Event Date/Deadline	Event/Document
<b>September 7, 2017</b>	FLDOE SIP draft submitted on CIMS
<b>September 11 - 12, 2017</b> Schools Will Choose to Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: SBBC SIP, SAC Composition, SAC Bylaws, AdvancED Self Assessment, Accreditation Portfolio, 2015–2016 SIP Closeout, and New Waivers
<b>September 15, 2017</b>	Deadline for 2015–2016 SIP Closeout on SIP Template in OSPA Central V2.0
<b>September 28, 2017</b>	Family and Community Engagement Plan completed by SIP
<b>September 28, 2017</b>	Completion of SIP Template (Upload SAC, RTI, PLC Meeting Dates, Title 1 Plan, Attendance Plan, and School Goals on SIP Template in OSPA Central)
<b>October 5, 2017</b>	SAC Composition Report, SAC Bylaws, ASSIST Self Assessment Completed and Uploaded in OSPA Central V2.0
<b>November 16, 2017</b>	Deadline to Submit Intent to Apply Waiver Form
<b>December 4 - December 8, 2017</b> Schools Will Choose to Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: Monitoring SIP, A+ Process, Continuation Waivers, Attendance Plan, and Mid-year Reflection
<b>February 1, 2018</b>	A+ Fund Plans for Qualifying Schools completed and Uploaded
<b>February 8, 2018</b>	New Waiver Applications Submitted
<b>February 26 – March 2, 2018</b> Schools Will Chose to Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: SIP Planning for 2017-2018, Monitoring SIP, and Behavior Plan for 2017-2018
<b>April 26, 2018</b>	Continuation Waivers All documentation requires for continuation of a waiver completed and uploaded
<b>May 7 – 11, 2018</b> Schools Will Choose to Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: School Improvement Updates, Organization of 2018–2019 SAC & SAF, 2018 - 2019 SIP



# SCHOOL IMPROVEMENT PLANNING

## Best Practice #1

- PLC (Professional Learning Communities) Meeting Schedule

## Best Practice #2

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

## Best Practice #3

- FACE Plan
- ASSIST Self-Assessment
- Self-Assessment 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 that states reading program used
- 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 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>





# SAC & 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 & 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.
1. **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.**



# 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.



# 2. ATTENDANCE PLAN

## DISTRICT CONTACT:

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



# STRUCTURE

**Data (Populated mid-summer)**

**Goals for the Attendance Plan (Data Analysis with Goals)**

**Tier 1: Strategies**

**Tier 2: Strategies and Interventions**

**Tier 3: Individualized Responses and Legal Interventions**



# DATA

- Data will be pre-populated for all schools in July 2017
- Two-year data by semester/compare 1<sup>st</sup> semester to 1<sup>st</sup> semester
- 2<sup>nd</sup> semester data will be available after reports cards are issued

1 <sup>st</sup> Semester (2015/16)		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 <sup>th</sup>									
10 <sup>th</sup>									
11 <sup>th</sup>									
12 <sup>th</sup>									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)

1 <sup>st</sup> 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 <sup>th</sup>									
10 <sup>th</sup>									
11 <sup>th</sup>									
12 <sup>th</sup>									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)



# 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%.**



# 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**

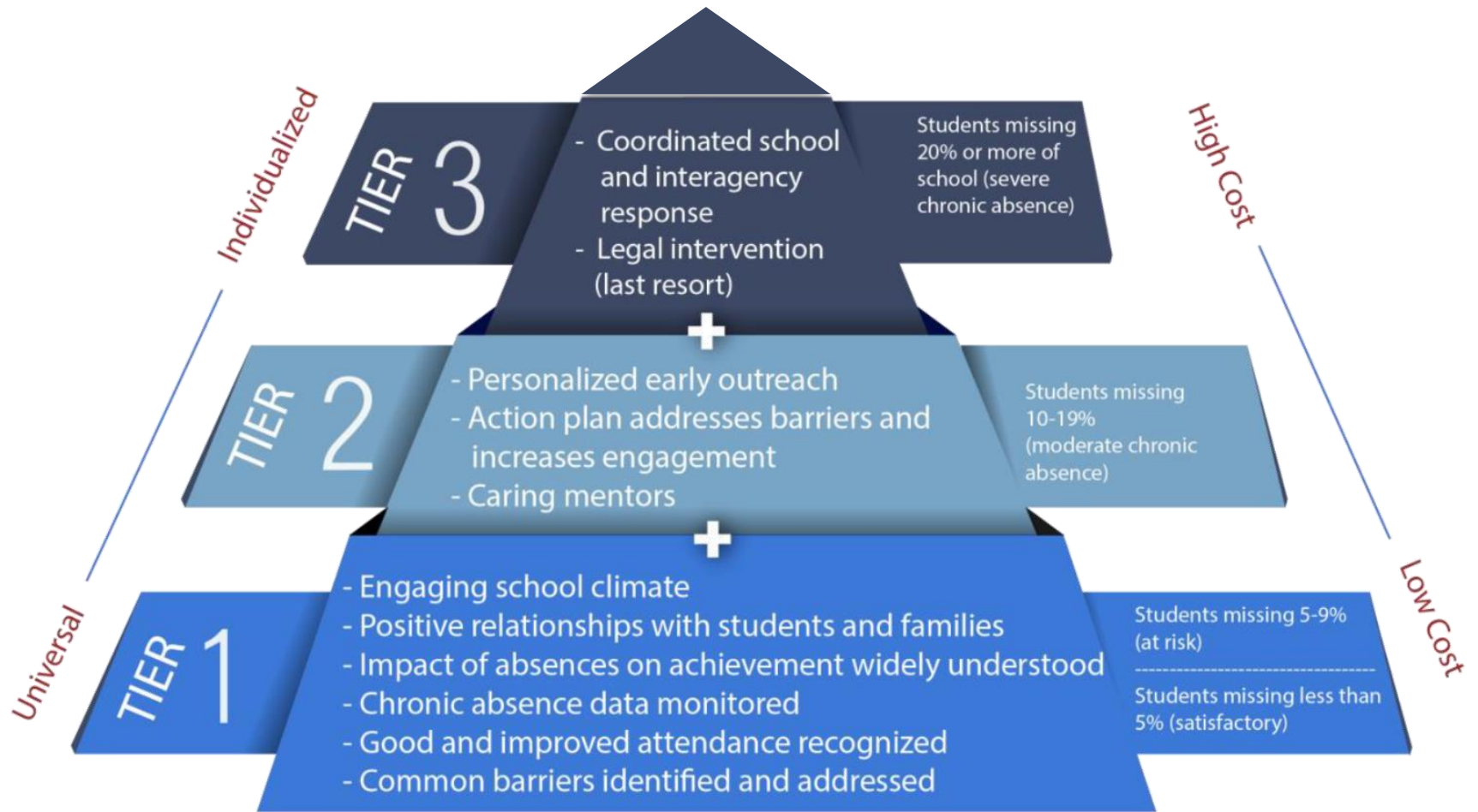
**Tier 2: Strategies for students with at-risk attendance and a history of chronic absenteeism**

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





# TIERS & STRATEGIES



# TIER 1 EXAMPLES

- 1. Attendance phone line for your school needs to be easily accessible on the school website**
  - **Recommended locations: Website header, Contact Us or School Info page.**
  - **Add attendance phone number to the school’s splash page on the District website**
  - **Attendance Clerk at the school must monitor the messages so parents don’t get the “voice mailbox is full” message**
- 2. Teachers must take daily attendance and administrators and teachers need to 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, current phone number (On the school plan, how will parents know to do this?)**



# 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)**



# 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**



# 3. FACE PLAN

**(Family and Community Engagement)**

District contact:

Nadia Clarke, Assistant Director,  
Office of Family and Community Engagement, 754-321-1599



# FACE PLAN

(FAMILY AND COMMUNITY ENGAGEMENT)

**1. Reminder...all FACE Plan docs are available on OSPA Central 2.0.**

**2. Cultural Ambassador interviews should be with adults, not students.**

**3. Connect with School Social Workers for community resources.**

**4. FACE is a great opportunity to engage your SAF Chair!**

**5. Continue building on your current activities for next school year.**

**6. What is working well & what are your challenges?**



# PARENT ENGAGEMENT CONFERENCE FEEDBACK

**Question: What are some of the barriers you have encountered that keep you from being involved in your child's school?**

- Transportation
- Meeting times are not flexible
- Conflicting times of events (between elementary, middle, and high schools)
- Not seeing any changes by administration (to requests from parent groups)
- No child care
- No communication consistently
- Lack of parental knowledge about what is really happening at their child's school and the need for the parent to be there.
- Rude staff members
- Lack of parental involvement activities
- Language barrier
- Time of day event is held
- Lack of feeling valued or trusted by the school
- No shared leadership (decision making)
- Parents feel intimidated about not knowing what they think they should know.
- Not feeling welcome as they enter the office
- District calendar conflicts (two or three events planned on the same Saturday)
- Lack of information coming from schools
- Lack of outreach from school into community
- Lack of transportation
- Events are scheduled when people are working (example was a SAC meeting held at 3:30pm)
- Not enough interesting school programs



**CARE- CHALLENGE,  
ACHIEVE, REWARD, AND  
ENGAGE**





# ACADEMIC PROGRAMS

## Parent Engagement with Academic Events:

- September “Curriculum Carnival/Family Game Night” (hands on participation of computer programs used to promote academics in a fun way! Social Studies “Jeopardy, Math “Who Wants to be a Millionaire, Language Arts “Scatagories” etc.
- Nov./Dec. - “A Taste of Academic Success” (Presenters serve up FSA tips from the Math, Reading, Science and Social Studies department in courses while actual dinner is served “dinner theater style to parents in the cafe)
- February - “Book Exchange; Family Literacy Night” (families bring books they would like to exchange for something new to read...could be a monthly event
- April/May Academic Extravaganza Showcase Night “Best in Show” Gallery Walk including Science, Social Studies, and Literary Fair projects...could also be tied with “Talent Show”



# TECHNOLOGY PROGRAMS

## Parent Engagement with Technology Events:

- **September - “Back to school Program Analysis”** (hands on use of computer programs available to parents: Examples: Achieve3000, Vocabulary.com, Buzz Math, GIZMOS)
- **Nov./Dec. - “Building Relationships”**(Parents and students create robotics, participate in simulated medical procedures, participate in simulated building construction)
- **February - Website design, Gaming Design, Multimedia Essentials** (Parents and students get the basics to create together)
- **April/May - Project showcase: Projects integrating technology Podcasts, Web-sites; I-Movies** (gallery walk)



# PHYSICAL FITNESS PROGRAMS

## Parent Engagement with Fitness Events:

- **September - “Back to school scavenger hunt” (Parent and students discover school environment together; good for 6<sup>th</sup> grade)**
- **Nov./Dec. - “Turkey Trot/ Jingle Jog” (PTSA fundraisers) Parents and students walk to raise \$\$ and get in shape**
- **February - Jump Rope for Heart/ Hoops for Heart / The Great Replay (family fitness challenge with American Heart Association)**
- **April/May - Family field day/picnic**



# 4. MTSS/Rtl ACTION PLAN

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

DISTRICT CONTACT:

Adrienne Dixson, Rtl Specialist,

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





Diversity, Prevention and Intervention

# MTSS/RtI Action Plan

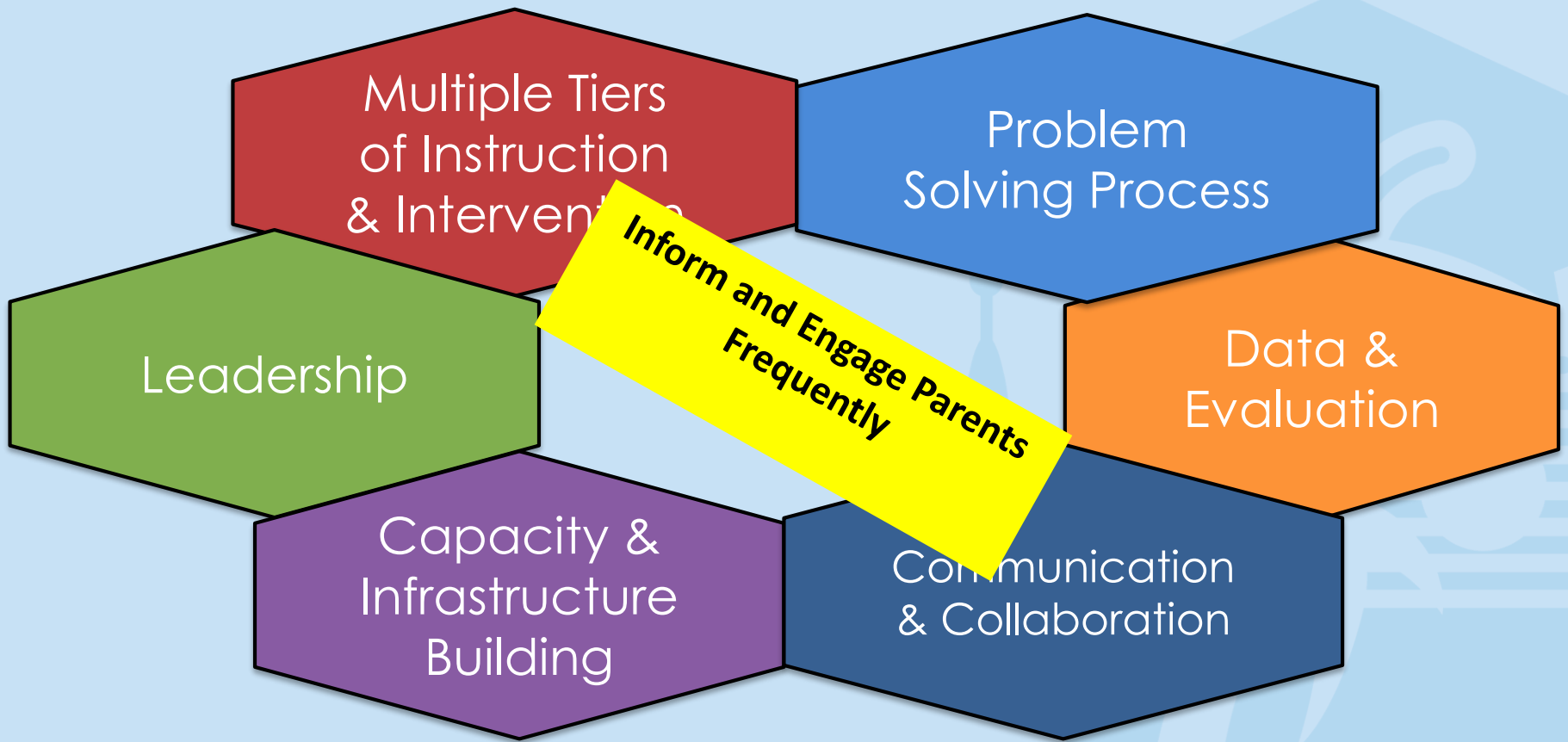
## Self-Assessment of Multi-Tiered System of Supports (SAM)

# OUR VISION of MTSS

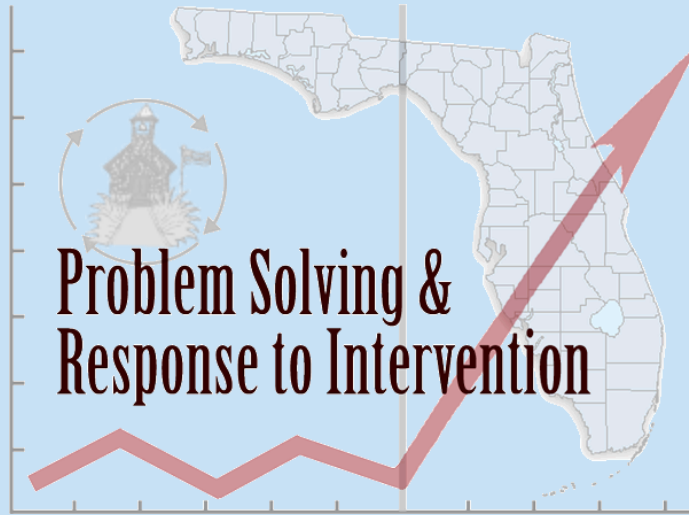
- **Enhance the capacity of all schools to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school;**
- **Accelerate and maximize student academic and social-emotional outcomes through the application of collaborative data-based problem solving utilized 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 & SCORING RUBRIC

Item	0	1	2	3
<b>1. Leadership Domain (Items 1-5)</b>				
<b>Rating 0-3</b>				
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
<b>2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)</b>				
<b>Rating 0-3</b>				
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
<b>3. Communication and Collaboration Domain (Items 17-20)</b>				
<b>Rating 0-3</b>				
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
<b>4. Data-Based Problem-Solving Domain (Items 21-27)</b>				
<b>Rating 0-3</b>				
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
<b>5. Three Tiered Instructional/Intervention Model Domain (Items 28-33)</b>				
<b>Rating 0-3</b>				
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
<b>6. Data-Evaluations Domain (Items 34-39)</b>				
<b>Rating 0-3</b>				
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

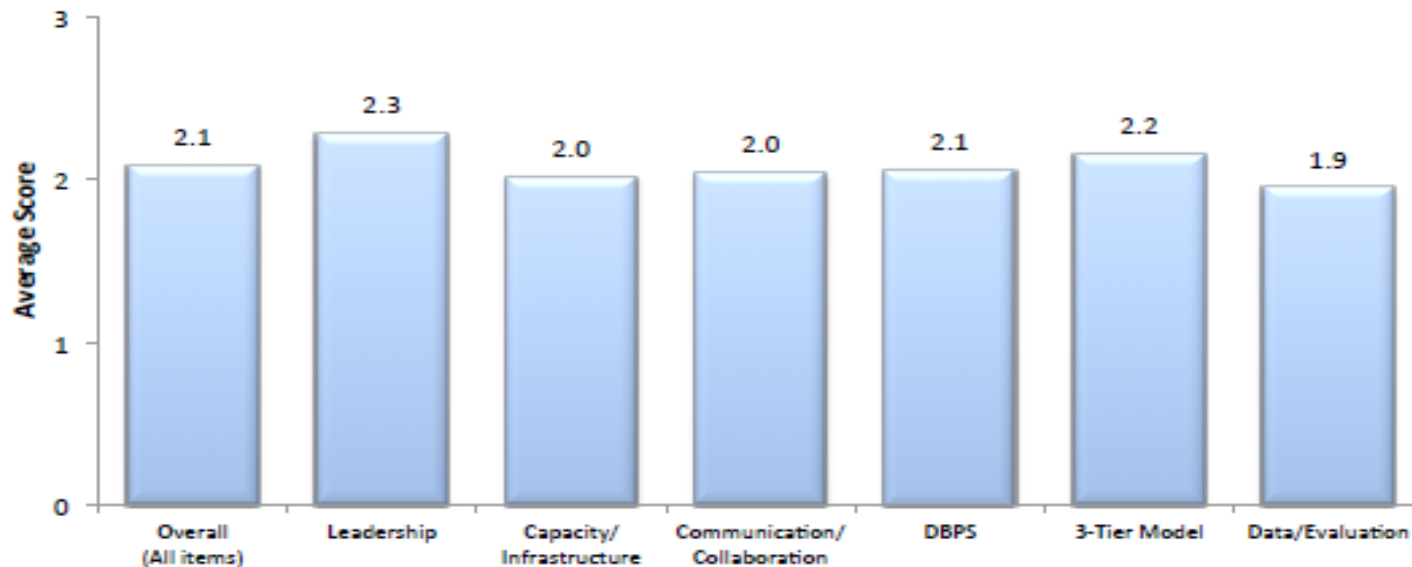
- “0” = Not Implementing**  
 The school does not have the consensus or infrastructure to implement the components of an MTSS model
- “1” = Emerging/Developing**  
 The school is building consensus and designing the infrastructure to implement an MTSS model
- “2” = Operationalizing**  
 The school implements 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

3.	<ul style="list-style-type: none"> <li>Analyze SAM data</li> <li>Celebrate effective practices</li> <li>Identify lowest levels of implementation (Minimum of 2 SAM domains)</li> </ul>	SAM report distributed by MTSS instructional facilitators	June 9, 2017	Principal and School-based Leadership/ CPS Team	Agenda/Minutes Sign-in sheet Email <i>Upload artifacts within SIP</i>
4.	<ul style="list-style-type: none"> <li>Construct a SAM action plan</li> <li>Upload SAM report and action plan into SIP Section 5.2</li> </ul>	Resources can be found at Diversity, Prevention, & Intervention SharePoint <a href="https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/SAM.aspx">https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/SAM.aspx</a>	August 18, 2017	Principal and School-based Leadership/ CPS Team	Agenda/Minutes Sign-in sheet Email <i>Upload artifacts within SIP</i>
5.	<ul style="list-style-type: none"> <li>Share SAM report and action plan with all staff and stakeholders.</li> </ul>	Ensure all staff and stakeholders have access to SAM report and action plan	September 29, 2017	Principal and School-based Leadership/ CPS Team	Agenda/Minutes Sign-in sheet Emails, Website, SharePoint, Newsletter, SIP, SAC/SAF, <i>Upload artifacts within SIP</i>

If you have questions, please contact Diversity, Prevention, and Intervention at 754.321.1655



# SAM PROBLEM SOLVING: STEP #1

☆ Leadership ▲ ✕

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





# SAM PROBLEM SOLVING: STEP #1

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
<b>1. Leadership Domain (Items 1-5)</b>					
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 <sup>1</sup> ) and is responsible for facilitating MTSS implementation <sup>2</sup>	<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 <sup>3</sup> 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 <sup>4</sup>	<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 <sup>5</sup> 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 <sup>6</sup> 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 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, Quote, Unquote, Link, Unlink, and a Flag icon. 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 word processing application window. The title bar is partially visible at the top. The interface includes a ribbon with various toolbars. The first row contains icons for Source, Undo, Redo, and a group of icons for Cut, Copy, Paste, and Undo/Redo. The second row contains icons for Bulleted List, Numbered List, Decrease Indent, Increase Indent, Quote, Unquote, and a group of icons for Bulleted List, Numbered List, Decrease Indent, Increase Indent, and a speech bubble icon. The third row contains icons for Bold, Italic, Underline, Strikethrough, Subscript, Superscript, and Text Color. The fourth row contains icons for Font Color, Styles, Format, Font, and Size. The main text area contains the following text:

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




# 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

<b>How will we monitor and measure our success?</b>	<div data-bbox="305 297 1748 406"></div> <ul data-bbox="353 454 1396 649" style="list-style-type: none"><li>• Measure our success by Self-Assessment of Multi-Tiered System of Supports (SAM) domain average increase</li><li>• Collect evidence to support implementation, MTSS/Rtl meeting agendas and professional learning sessions</li><li>• Records review (BASIS 3.0)</li><li>• Classroom observations</li><li>• MTSS/Rtl look-fors</li><li>• Critical Components Checklist and/or Observation (District MTSS/Rtl Instructional Facilitator)</li></ul>
<b>Person(s) Responsible</b>	Luther Vandross, Principal; Anita Baker, Rtl Contact; Faith Hill, Literacy Coach, Tarrus Riley, Math Coach; George Michael, School Counselor; Chance
<b>Follow Up Date</b>	09/22/2015
<b>Completion Date</b>	12/22/2017
<div data-bbox="123 1120 736 1182"><span>Save</span> <span>Save &amp; Upload Supporting Evidence</span> <span>Cancel</span></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)**



# 5. TITLE I ADDENDUM

## DISTRICT CONTACT:

Paula Lovett-Canady, Program Specialist

Title I, Migrant & Special Programs, 754-321-1407





Title I, Migrant & Special Programs

# 2017-2018 Title I Plan (Addendum)



**Paula Canady, 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  
Schoolwide Plan.**



# TITLE I PLAN (Addendum)



In Broward County:

If your school has a grade of D or F  
(FLDOE 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.**



# LETS REVIEW!



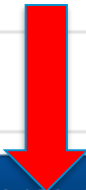
☆ BEST PRACTICE #4



## 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.



📄 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	
------	---------------	----------------------	-----------------------------------	------------------------------------------------------	---------------------------------	--



# REQUIREMENTS



- **Comprehensive Needs Assessment of the entire school (including the needs of migrant children)**
- **Instruction by HIGHLY QUALIFIED TEACHERS in all core content area classes**
- **Strategies to Attract HIGH QUALITY, HIGHLY QUALIFIED TEACHERS to the school**



# 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**



## ADDITIONAL REQUIREMENTS: Coordination & Integration



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



# ADDITIONAL REQUIREMENTS: 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 INVOLVEMENT ACTION PLAN



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

[Add Activity](#)

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



# PARENT INVOLVEMENT 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**

138

Rev. 4/21/17 pc

<b>MICHAEL SHORTER</b> 754.321.1405 [34]	<b>ANNETTE TORRY</b> 754.321.1404 [10]	<b>PAULA CANADY</b> 754.321.1407 [37]	<b>SHARONDA WEBB</b> 754.321.1408 [10]	<b>LINDA HOWARD</b> 754.321.1410 [12]	<b>ADRIANA KARAM</b> 754.321.1400 [35]
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**

<b>BAIR</b>	<b>LAUDERDALE LAKES</b>	<b>ATTUCKS</b>	<b>DANDY, WILLIAM</b>	<b>APOLLO</b>	<b>NOVA</b>
<b>McNICOL</b>	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!



**Paula Canady**  
**754-321-1407**



**Tamara Battle**  
**754-321-1400**



**Yolanda Nails**  
**754-321-1400**



# 6. FLDOE CIMS

<https://www.floridacims.org>

## STATE CONTACTS:

Bureau of School Improvement

Bryan Jones, Assistant Director, 513-602-1906

Roxanne Green, School Improvement Specialist, 754-321-1623

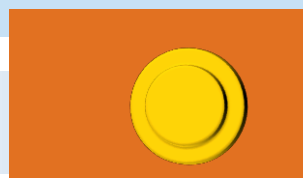


START



# CIMS 101

CONTINUOUS IMPROVEMENT  
MANAGEMENT SYSTEM



# WHAT IS CIMS?

# CIMS

Built on the concept  
of continuous  
improvement




Online system  
available to all  
districts and schools

Embedded with project management features









# WHAT CAN CIMS DO?

-  School Improvement Plans
-  District Improvement and Assistance Plans
-  School Improvement Grant 1003(g) proposals



# CIMS RESOURCES

-  Step Zero needs assessment tool
-  8-Step Planning and Problem Solving
-  Module Review and monitoring tools
-  Event registration (BSI sponsored events)



# LOGGING IN

Go to <https://www.floridacims.org>

**USERNAME:** your email address

**PASSWORD:** your CIMS password



# INDIVIDUAL ACCOUNTS FOR ALL

Benefits of using your unique account and password—

- Personalized support in Intercom
- Accurate tracking information for historical records
- Personalized dashboard with quick access to your own data, portfolios, applications, plans, tasks and events



# Clean Up Access Permissions

**Leadership Team**  
**Curriculum Team**  
**School Advisory Council**

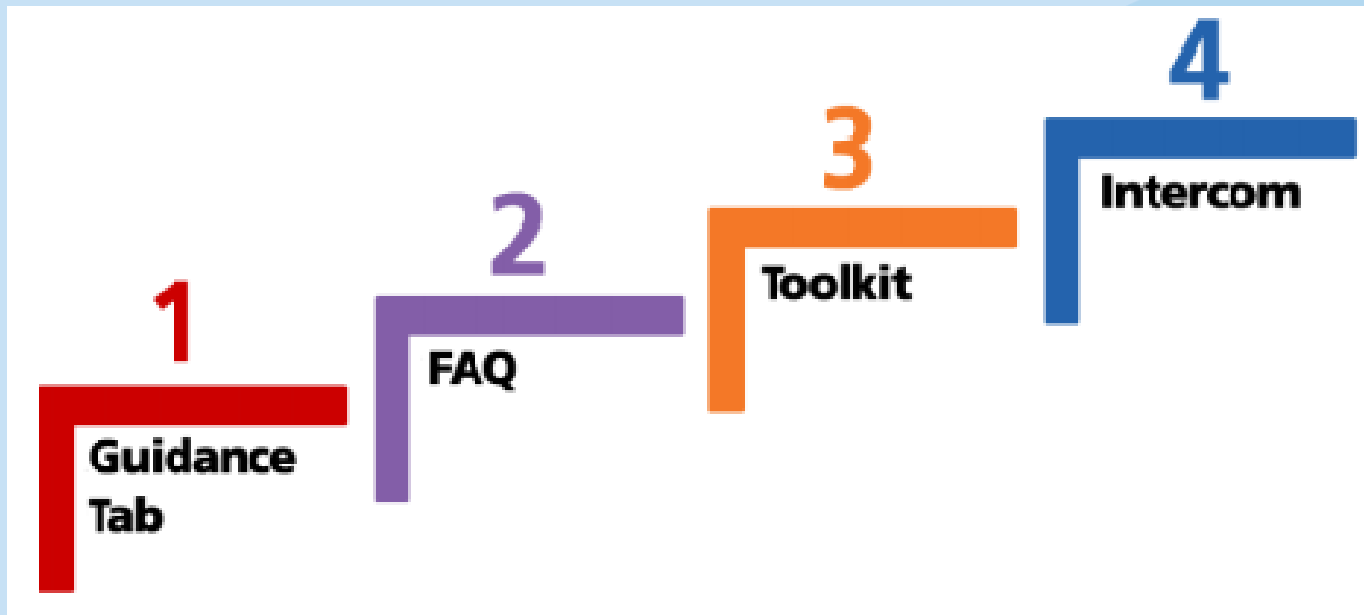


*No longer at school*

*Changed responsibility at school*

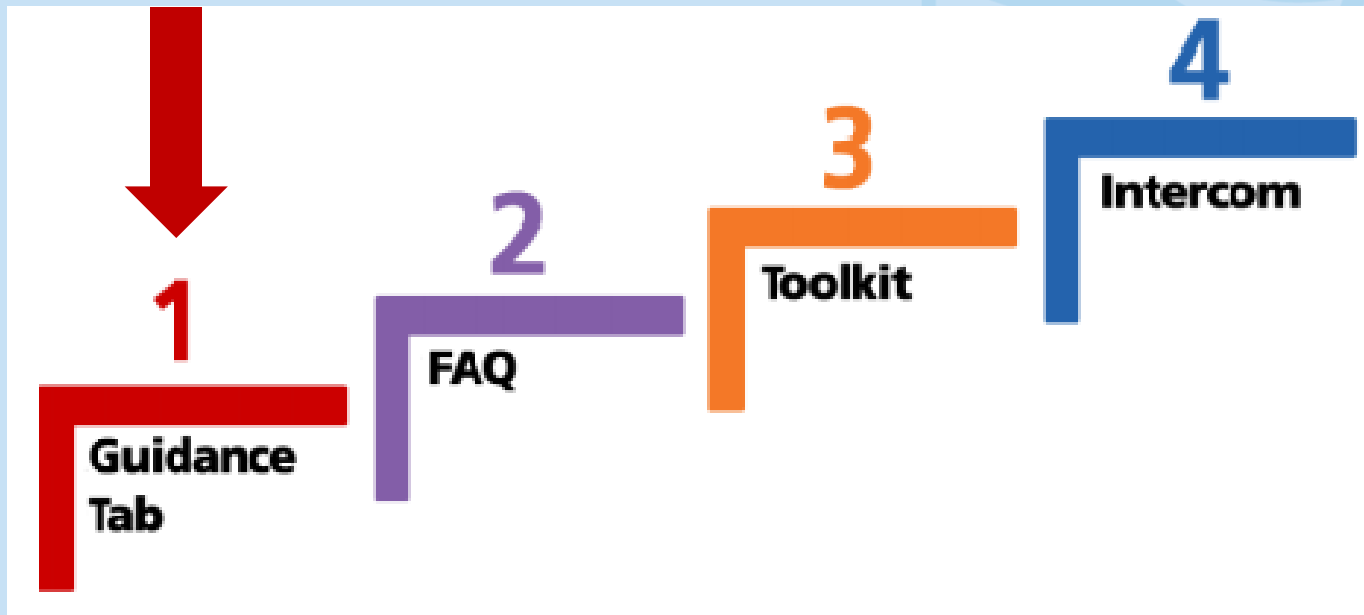


# FOUR LEVELS OF CIMS SUPPORT



# FOUR LEVELS OF CIMS SUPPORT

The Guidance tab is specific to the visible page, and typically contains a combination of the following types of information: requirements, performance and functionality.



# CIMS Level 1 Support: Guidance Tab

## Dashboard

Welcome back Alford, Norman



Step Zero My Portfolios My Account Manage Users Logout

Recently Accessed				Your Quick Links
editing	SIP - 2016	Hammerhead Middle School	Last Edited: 8/2/2015	All Plans
editing	SIP - 2015	Oriole Elementary School	Last Edited: 7/29/2015	
editing	SIP - 2015	Atlantic West Elementary Schl	Last Edited: 7/29/2015	
submitted	SIP - 2015	Lake Forest Elementary School	Last Edited: 7/29/2015	
editing	SIP - 2015	Lauderdale Lakes Middle School	Last Edited: 7/29/2015	

Latest Toolkit Entries		Latest FAQs	
Navigation Guides - CIMS Support Quick Guide		Technical Assistance::Data - Why is my CSV file...	
Navigation Guides - Title I, Part A (TIPA) Surv...		TIPA::Private School Eligibility Survey - How c...	

### Guidance

#### My Dashboard

A dashboard organizes and provides logged-in users with quick access to information and common tasks based on the individual user's account. One type of dashboard is your user dashboard named **My Dashboard**. You can always find your user dashboard by clicking the **Home** option in the main menu bar.

The panel that runs across the top of the page contains **action buttons** that allow you to access specific CIMS pages or complete an action with a single mouse-click. All school and district users should see **Step Zero, Problem Solving, My Portfolios, My Account, and Logout**. For users with user management rights, the **Manage Users** button will also be visible.

**Pods** are located beneath the **action buttons**, and vary in number and type based on user access level.

- **School Information** – For a school-level user, displays the school's grades and demographic information
- **Recently Accessed** – Displays a hyperlink (up to five) to the dashboard for the surveys you most recently accessed. It also displays the survey status (e.g., editing, published) and the date it was last edited

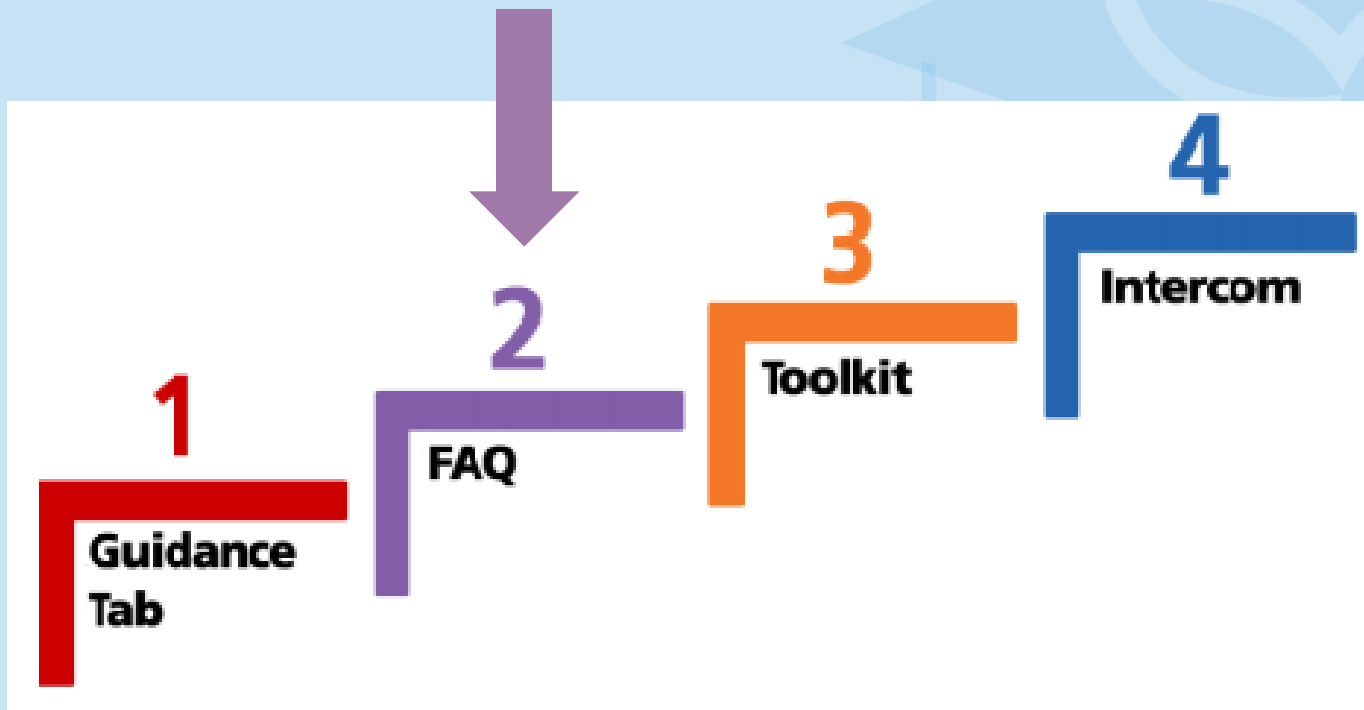
TASKS EVENTS





# FOUR LEVELS OF CIMS SUPPORT

FAQ contains the most commonly asked questions, organized by category and then by subcategory.



# CIMS Level 2 Support: FAQs

CIMS Home Districts Plans Toolkit **FAQ** Events Account

FAQs

DA DIAP Problem Solving SIG 1003(g) FFY13 **SIP** Technical Assistance TIPA Uncategorized

Search FAQs

General Timeline Technical Assistance Step Zero/Problem Solving Early Warning Systems Title I Charter Schools DJJ Programs Virtual Schools Uncategorized

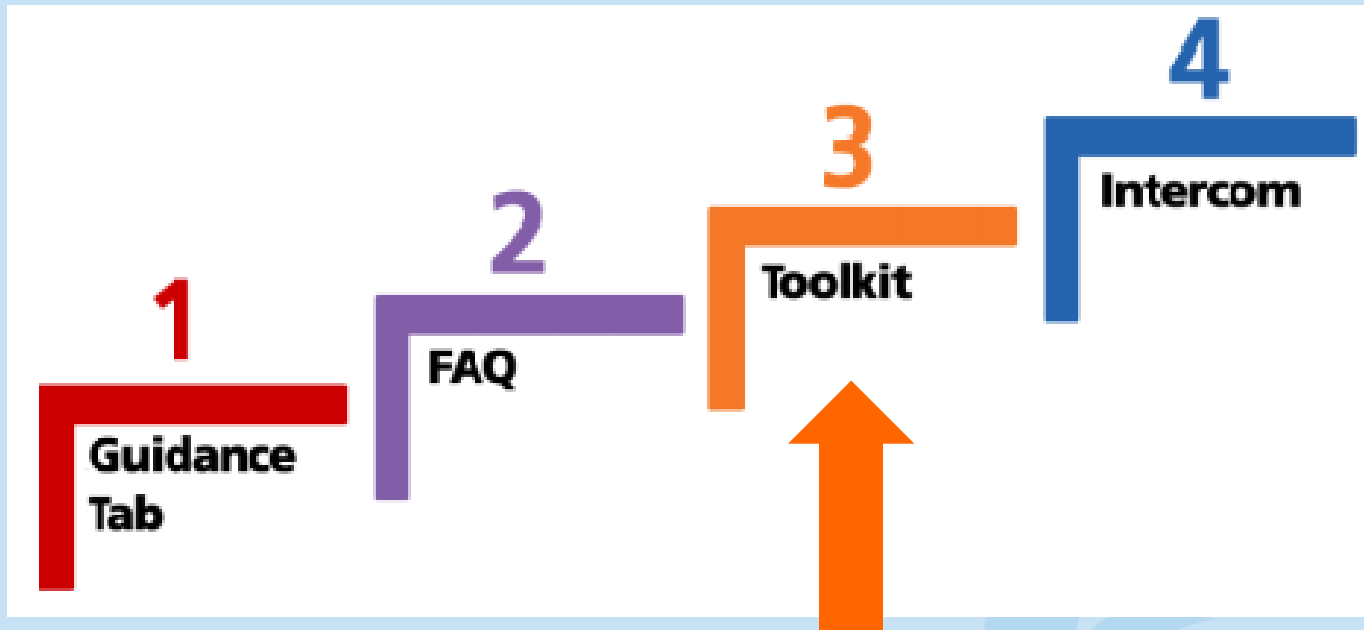
- ? **Are all public schools in Florida required to have a school improvement plan (SIP)?**
- ? **Are all public schools in Florida required to use the department's SIP template?**
- ? **Do schools that are not in DA (i.e., charter and A-, B-, C- or non-graded schools) need to submit a waiver if they do not plan to use the department's SIP template?**
- ? **Who approves school improvement plans?**

permalink to this category →

Guidance



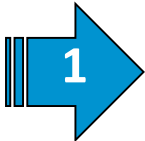
# FOUR LEVELS OF CIMS SUPPORT



The Toolkit provides downloadable documents, as well as e-learning modules, that are organized by category.



# CIMS Level 3 Support: Toolkit - eLearning



CIMS Home Districts Plans Toolkit - FAQ Events Account - Plans

Year 2015-16 Survey All Documents e-Learning Published To All District Palm Beach School All School Type All + New Plan

District School e-Learning Published? Snapshot Status Last Edit Actions



CIMS Home Districts Plans Toolkit - FAQ Events Account - Downloads

CIMS Presentations DA Forms DA Lists DA Summer Academies DIAP FASFEPA Navigation Guides Problem Solving SAC SIG 1003(g) SIP TIPA

Uncategorized Search Toolkit



CIMS Home Districts Plans Toolkit - FAQ Events Account - E-Learning Resource Library

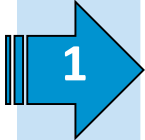
Overview Problem Solving Uncategorized Search E-Learning Resource Lib

Introductory Uncategorized

- CIMS for New Registered Users View
- CIMS for Public Users View
- Four Levels of CIMS Support View



# CIMS Level 3 Support: Toolkit - Documents



CIMS Home Districts Plans **Toolkit** - FAQ Events Account - Plans

Year 2015-16 Survey All Documents  Filtered To All District Palm Beach School All School Type All + New Plan

District School Published? Snapshot Status Last Edit Actions



CIMS Home Districts Plans Toolkit - FAQ Events Account - Downloads

CIMS Presentations DA Forms DA Lists DA Summer Academies DIAP FASFEPA **Navigation Guides** Problem Solving SAC SIG 1003(g) SIP TIPA

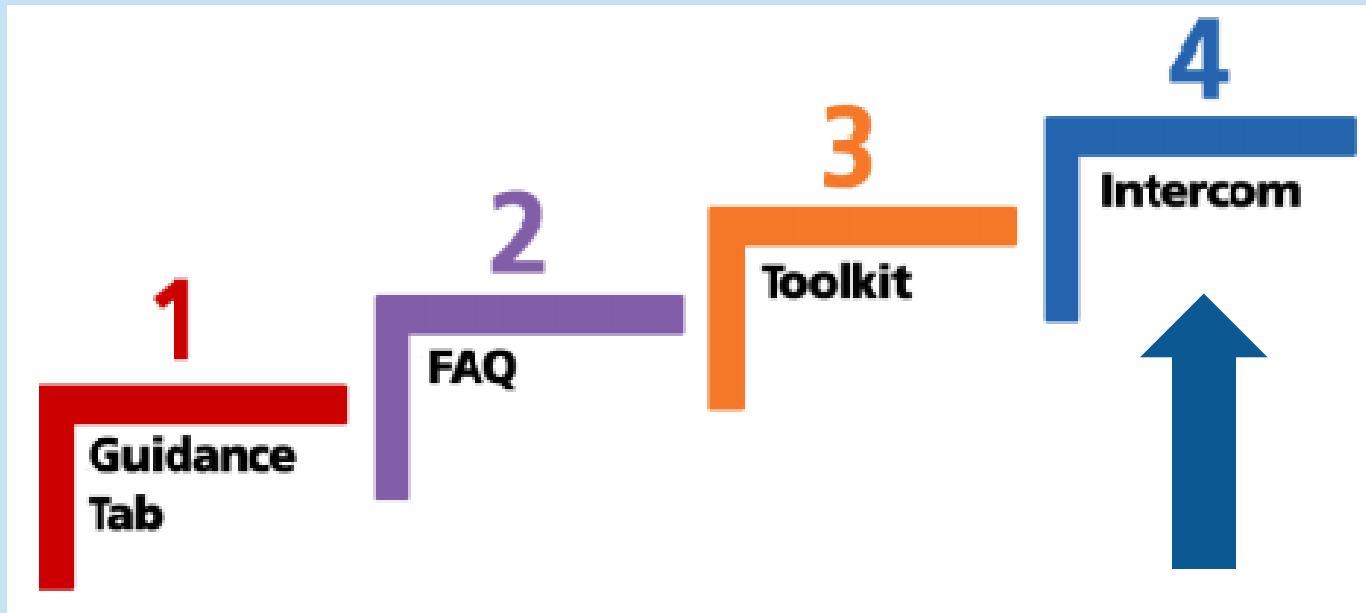
Uncategorized

Document Name	Description	Updated	
Start Here ==> CIMS Learning Path for Registered School-Level Users	This hyperlinked tool suggests a learning path for registered school-level users to build their knowledge of CIMS using available navigation guides.	8/15/2014	<input type="button" value="Download"/>
CIMS Learning Path for Registered School-Level Users (Print Edition)	This print-ready handout suggests a learning path for registered school-level users to build their knowledge of CIMS using available navigation guides.	8/20/2014	<input type="button" value="Download"/>
Login Guide	This how-to guide walks users through the process of logging into the CIMS platform, changing account information, and retrieving forgotten passwords.	7/7/2015	<input type="button" value="Download"/>
Technical Specifications	This document outlines the technical specifications required to use the CIMS platform.	7/7/2015	<input type="button" value="Download"/>
CIMS Dashboards How-to Guide	This how-to guide introduces users to the two types of dashboards available in CIMS - My Dashboard (i.e., your personal user dashboard) and Plan Dashboard.	7/6/2015	<input type="button" value="Download"/>
CIMS Support Quick Guide	When using CIMS, there are four levels of online support available to you: Guidance tabs, FAQ, Toolkit and Intercom. This quick guide describes each of these resources and how to find them.	7/31/2015	<input type="button" value="Download"/>

Guidance



# FOUR LEVELS OF CIMS SUPPORT



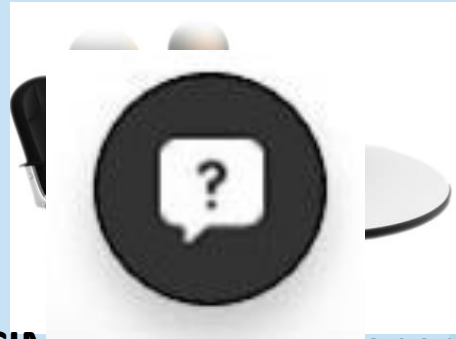
Intercom is an embedded message system that allows users to ask specific questions when answers cannot be found using the other three support resources.



# CIMS Level 4 Support: Messaging Intercom



Cayce



CIMS Project Developers



BSI Team

*Ask questions using the messaging intercom.*





# The Tracking Process

A CIMS Spin on the Writing Process

[www.floridaCIMS.org](http://www.floridaCIMS.org)

Go to  
Plans  
page

+  
New Plan

## PREWRITING

Conduct a needs  
assessment



## DRAFTING

Describe the current  
state, collaboratively  
plan and problem  
solve, rework the  
organization and  
details

Submit Plan



The Step Zero module and Portfolio feature are tools available to assist with the needs assessment!

## PUBLISHING

automated process

Share completed  
plan, application,  
or proposal with  
the general  
public

Approve

Forward To

## EVALUATING

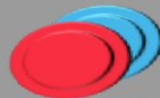
Review and assess  
survey content, ensure  
requirements are met and  
content is ready for public  
consumption

Submit Plan

Request Edits

## REVISING

Review comments and suggestions,  
make revisions as necessary



A survey can be submitted and returned as many times as needed to ensure it is in tip-top shape!

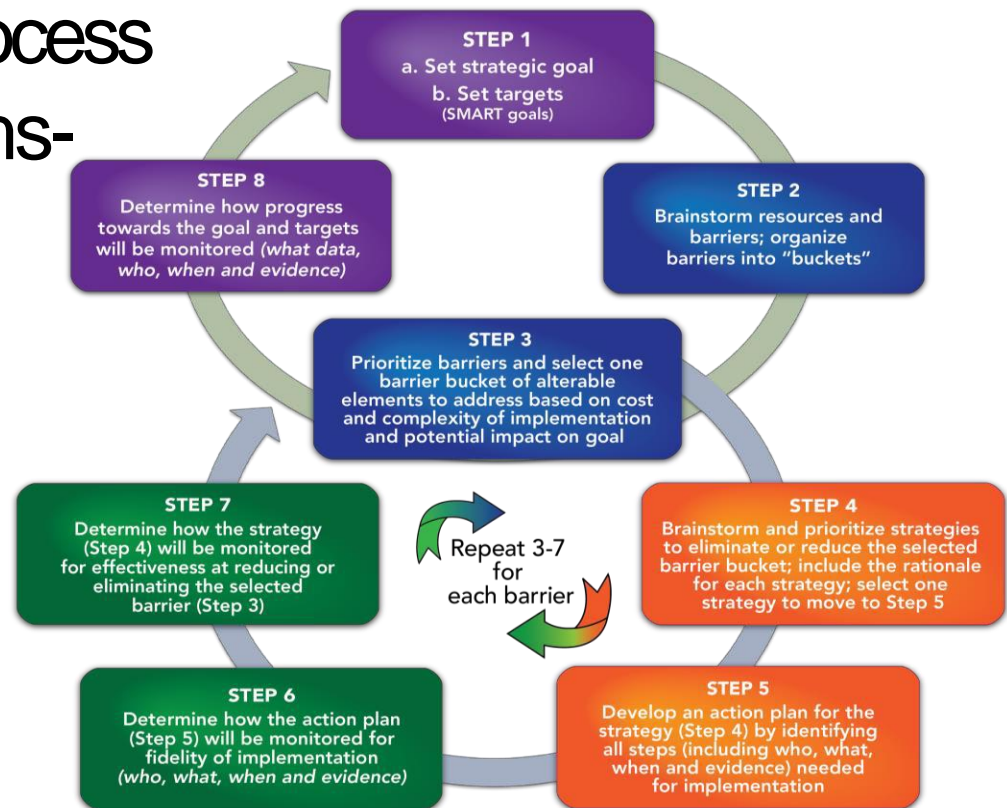
2015 Florida School Improvement Conference

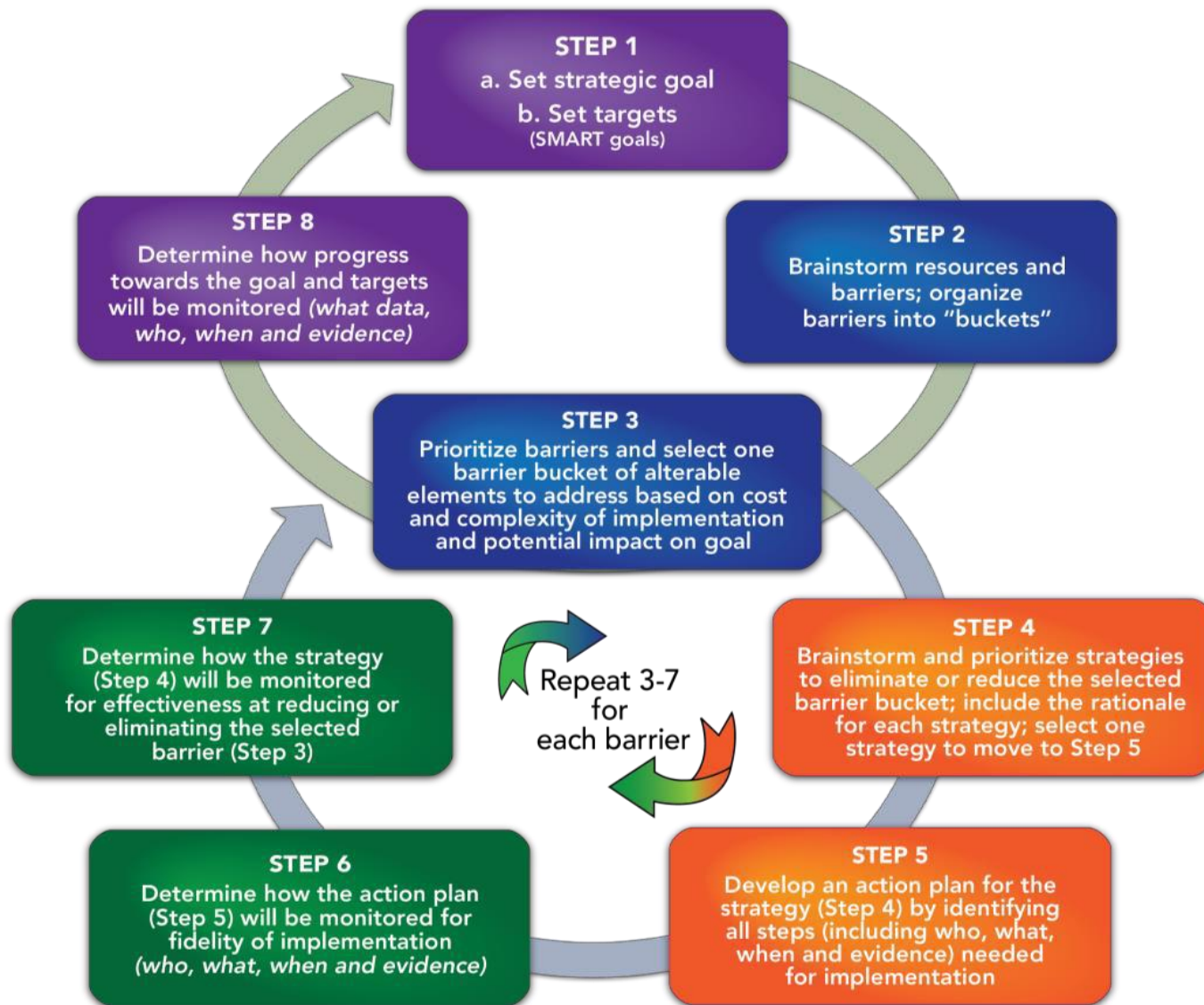




# What is “8-Step”?

A structured, data-based, planning and problem-solving process that helps guide systems-level change.





# “DO WE HAVE TO?”

## *Pursuant to Rule 6A-1.099811, F.A.C.*



A School Improvement Plan using Form SIP-1 is required of each non-charter Focus, Priority, and Former F school using the CIMS Platform



District Improvement and Assistance Plan using Form DIAP-1 is required of each district with one or more non-charter Focus or Priority schools



Documenting the 8-Step Planning and Problem Solving process is required in the state board-approved forms SIP-1 and DIAP-1



You are on your way to becoming . . .



**Congratulations!**



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THANK  
YOU!



# SIP TRAINING 2017-18

Quarter 1: September 11 - September 15

Quarter 2: December 4 - December 8

Quarter 3: February 6 – March 2

Quarter 4: May 7 – May 11

