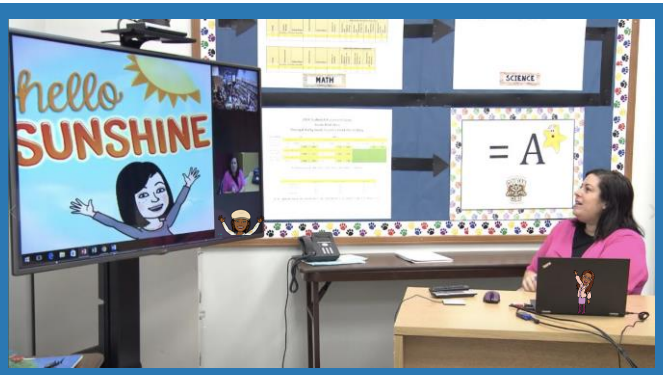


WELCOME TO A FABULOUS NEW SCHOOL YEAR!

SCHOOL IMPROVEMENT MEETING

Quarter 1 | 2023 – 2024

Contact the School Improvement Office for assistance at 754-321-2500

Established 1915
BROWARD
County Public Schools

Agenda

01 School Improvement Quarter 1 Events and Deadlines

02 Broward School Improvement Plan Closeout

03 School Advisory Council (SAC) Information

04 SAC Meeting Documentation

05 Broward School Improvement Plans (SIP)

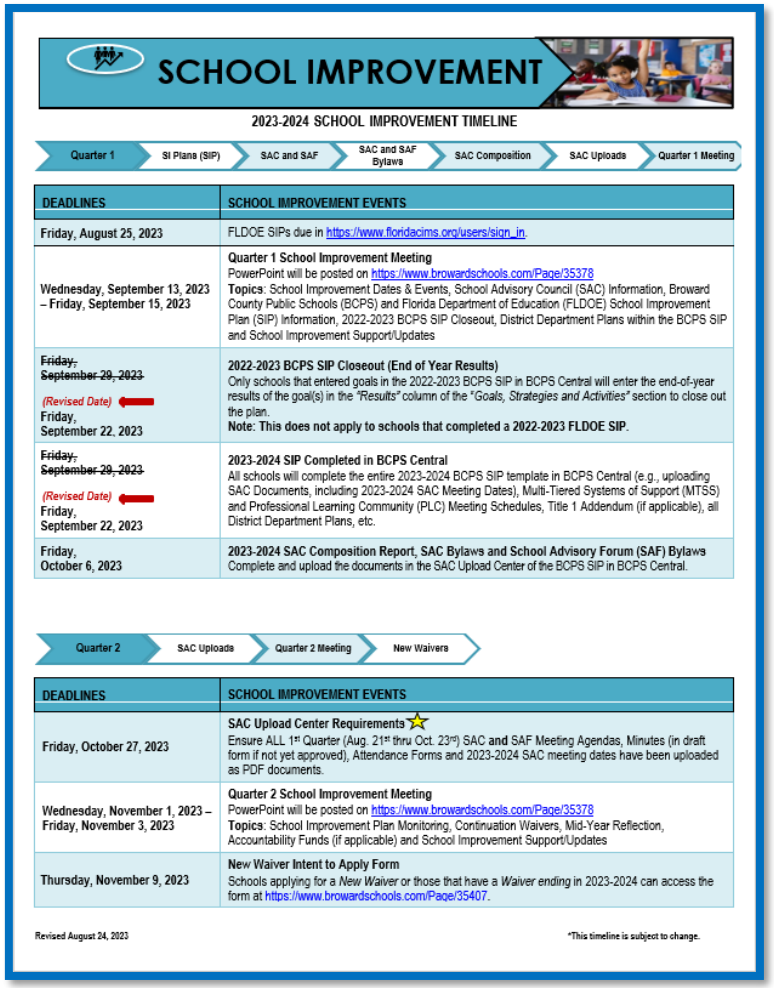
06 Florida Department of Education School Improvement Plans (FLDOE SIP)

07 District Department Plans

08 School Improvement Team Support

1. School Improvement Events & Deadlines 2023 - 2024

SCHOOL IMPROVEMENT EVENTS & DEADLINES



SCHOOL IMPROVEMENT

2023-2024 SCHOOL IMPROVEMENT TIMELINE

Quarter 1 | SI Plans (SIP) | SAC and SAF | SAC and SAF Bylaws | SAC Composition | SAC Uploads | Quarter 1 Meeting

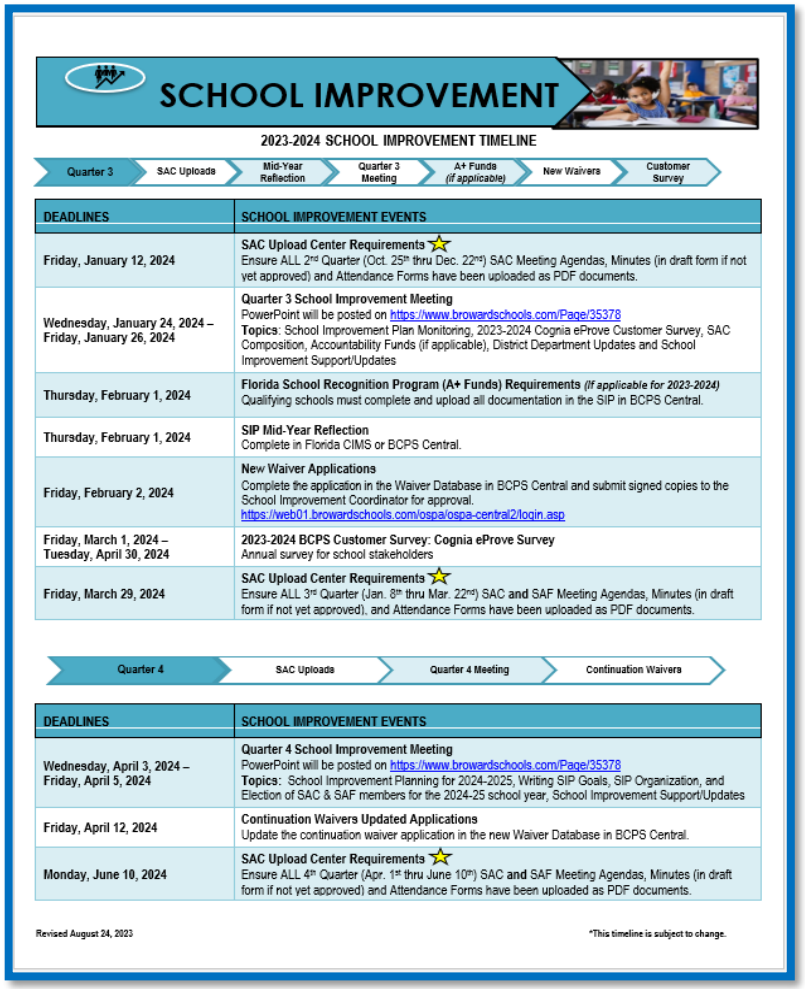
DEADLINES	SCHOOL IMPROVEMENT EVENTS
Friday, August 25, 2023	FLDOE SIPs due in https://www.floridacims.org/users/sign_in.
Wednesday, September 13, 2023 – Friday, September 15, 2023	**Quarter 1 School Improvement Meeting** PowerPoint will be posted on https://www.browardschools.com/Page/35378 **Topics**: School Improvement Dates & Events, School Advisory Council (SAC) Information, Broward County Public Schools (BCPS) and Florida Department of Education (FLDOE) School Improvement Plan (SIP) Information, 2022-2023 BCPS SIP Closeout, District Department Plans within the BCPS SIP and School Improvement Support/Updates
~~Friday, September 29, 2023~~ *(Revised Date)* Friday, September 22, 2023	**2022-2023 BCPS SIP Closeout (End of Year Results)** Only schools that entered goals in the 2022-2023 BCPS SIP in BCPS Central will enter the end-of-year results of the goal(s) in the *"Results"* column of the *"Goals, Strategies and Activities"* section to close out the plan. **Note: This does not apply to schools that completed a 2022-2023 FLDOE SIP.**
~~Friday, September 29, 2023~~ *(Revised Date)* Friday, September 22, 2023	**2023-2024 SIP Completed in BCPS Central** All schools will complete the entire 2023-2024 BCPS SIP template in BCPS Central (e.g., uploading SAC Documents, including 2023-2024 SAC Meeting Dates), Multi-Tiered Systems of Support (MTSS) and Professional Learning Community (PLC) Meeting Schedules, Title 1 Addendum (if applicable), all District Department Plans, etc.
Friday, October 6, 2023	**2023-2024 SAC Composition Report, SAC Bylaws and School Advisory Forum (SAF) Bylaws** Complete and upload the documents in the SAC Upload Center of the BCPS SIP in BCPS Central.

Quarter 2 | SAC Uploads | Quarter 2 Meeting | New Waivers

DEADLINES	SCHOOL IMPROVEMENT EVENTS
Friday, October 27, 2023	**SAC Upload Center Requirements** ☆ Ensure ALL 1st Quarter (Aug. 21st thru Oct. 23rd) SAC and SAF Meeting Agendas, Minutes (in draft form if not yet approved), Attendance Forms and 2023-2024 SAC meeting dates have been uploaded as PDF documents.
Wednesday, November 1, 2023 – Friday, November 3, 2023	**Quarter 2 School Improvement Meeting** PowerPoint will be posted on https://www.browardschools.com/Page/35378 **Topics**: School Improvement Plan Monitoring, Continuation Waivers, Mid-Year Reflection, Accountability Funds (if applicable) and School Improvement Support/Updates
Thursday, November 9, 2023	**New Waiver Intent to Apply Form** Schools applying for a *New Waiver* or those that have a *Waiver ending* in 2023-2024 can access the form at https://www.browardschools.com/Page/35407.

Revised August 24, 2023

*This timeline is subject to change.



SCHOOL IMPROVEMENT

2023-2024 SCHOOL IMPROVEMENT TIMELINE

Quarter 3 | SAC Uploads | Mid-Year Reflection | Quarter 3 Meeting | A+ Funds *(if applicable)* | New Waivers | Customer Survey

DEADLINES	SCHOOL IMPROVEMENT EVENTS
Friday, January 12, 2024	**SAC Upload Center Requirements** ☆ Ensure ALL 2nd Quarter (Oct. 25th thru Dec. 22nd) SAC Meeting Agendas, Minutes (in draft form if not yet approved) and Attendance Forms have been uploaded as PDF documents.
Wednesday, January 24, 2024 – Friday, January 26, 2024	**Quarter 3 School Improvement Meeting** PowerPoint will be posted on https://www.browardschools.com/Page/35378 **Topics**: School Improvement Plan Monitoring, 2023-2024 Cognia eProve Customer Survey, SAC Composition, Accountability Funds (if applicable), District Department Updates and School Improvement Support/Updates
Thursday, February 1, 2024	**Florida School Recognition Program (A+ Funds) Requirements** ***(If applicable for 2023-2024)*** Qualifying schools must complete and upload all documentation in the SIP in BCPS Central.
Thursday, February 1, 2024	**SIP Mid-Year Reflection** Complete in Florida CIMS or BCPS Central.
Friday, February 2, 2024	**New Waiver Applications** Complete the application in the Waiver Database in BCPS Central and submit signed copies to the School Improvement Coordinator for approval. https://web01.browardschools.com/ospa/ospa-central2/login.asp
Friday, March 1, 2024 – Tuesday, April 30, 2024	**2023-2024 BCPS Customer Survey: Cognia eProve Survey** Annual survey for school stakeholders
Friday, March 29, 2024	**SAC Upload Center Requirements** ☆ Ensure ALL 3rd Quarter (Jan. 8th thru Mar. 22nd) SAC and SAF Meeting Agendas, Minutes (in draft form if not yet approved), and Attendance Forms have been uploaded as PDF documents.

Quarter 4 | SAC Uploads | Quarter 4 Meeting | Continuation Waivers

DEADLINES	SCHOOL IMPROVEMENT EVENTS
Wednesday, April 3, 2024 – Friday, April 5, 2024	**Quarter 4 School Improvement Meeting** PowerPoint will be posted on https://www.browardschools.com/Page/35378 **Topics**: School Improvement Planning for 2024-2025, Writing SIP Goals, SIP Organization, and Election of SAC & SAF members for the 2024-25 school year, School Improvement Support/Updates
Friday, April 12, 2024	**Continuation Waivers Updated Applications** Update the continuation waiver application in the new Waiver Database in BCPS Central.
Monday, June 10, 2024	**SAC Upload Center Requirements** ☆ Ensure ALL 4th Quarter (Apr. 1st thru June 10th) SAC and SAF Meeting Agendas, Minutes (in draft form if not yet approved) and Attendance Forms have been uploaded as PDF documents.

Revised August 24, 2023

*This timeline is subject to change.

QUARTER 1 DEADLINES

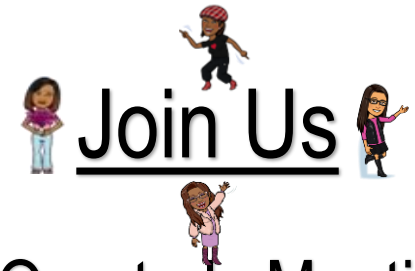
SCHOOL IMPROVEMENT

2023-2024 SCHOOL IMPROVEMENT TIMELINE

Quarter 1 | SI Plans (SIP) | SAC and SAF | SAC and SAF Bylaws | SAC Composition | SAC Uploads | Quarter 1 Meeting

DEADLINES	SCHOOL IMPROVEMENT EVENTS
Friday, August 25, 2023	FLDOE SIPs due in https://www.floridacims.org/users/sign_in.
Wednesday, September 13, 2023 – Friday, September 15, 2023	**Quarter 1 School Improvement Meeting** PowerPoint will be posted on https://www.browardschools.com/Page/35378 **Topics**: School Improvement Dates & Events, School Advisory Council (SAC) Information, Broward County Public Schools (BCPS) and Florida Department of Education (FLDOE) School Improvement Plan (SIP) Information, 2022-2023 BCPS SIP Closeout, District Department Plans within the BCPS SIP and School Improvement Support/Updates
~~**Friday, September 29, 2023**~~ ***(Revised Date)*** **Friday, September 22, 2023**	**2022-2023 BCPS SIP Closeout (End of Year Results)** Only schools that entered goals in the 2022-2023 BCPS SIP in BCPS Central will enter the end-of-year results of the goal(s) in the *"Results"* column of the *"Goals, Strategies and Activities"* section to close out the plan. **Note: This does not apply to schools that completed a 2022-2023 FLDOE SIP.**
~~**Friday, September 29, 2023**~~ ***(Revised Date)*** **Friday, September 22, 2023**	**2023-2024 SIP Completed in BCPS Central** All schools will complete the entire 2023-2024 BCPS SIP template in BCPS Central (e.g., uploading SAC Documents, including 2023-2024 SAC Meeting Dates), Multi-Tiered Systems of Support (MTSS) and Professional Learning Community (PLC) Meeting Schedules, Title 1 Addendum (if applicable), all District Department Plans, etc.
Friday, October 6, 2023	**2023-2024 SAC Composition Report, SAC Bylaws and School Advisory Forum (SAF) Bylaws** Complete and upload the documents in the SAC Upload Center of the BCPS SIP in BCPS Central.

SCHOOL IMPROVEMENT MEETINGS



Join Us

- Quarterly Meeting
- Open Labs
- Mini Labs

- Train-the-Trainer

SCHOOL IMPROVEMENT

SCHOOL IMPROVEMENT (SI) MEETINGS FOR THE 2023-2024 SCHOOL YEAR

Quarter 1 Virtual Meetings

A representative from your school, SAC Chair, SAF Chair, Administrators, etc., should attend one of the AM or PM sessions below.

Click Here to Join the Quarterly Meeting

Wednesday, September 13, 2023	Thursday, September 14, 2023	Friday, September 15, 2023
AM Session All Regions 9:00 am - 11:00 am	AM Session All Regions 9:00 am - 11:00 am	AM Session All Regions 9:00 am - 11:00 am
PM Session All Regions 12:00 pm - 2:00 pm	PM Session All Regions 12:00 pm - 2:00 pm	PM Session All Regions 12:00 pm - 2:00 pm

Open Labs and Mini Labs

Open Labs and Mini Labs are optional support sessions available for SAC Chairs, Co-Chairs, and Administrators to discuss and ask questions about topics related to School Improvement & SAC.

Quarter 1 | SI Plans (SIP) | SAC and SAF Meetings & Bylaws | SAC Composition | SAC Uploads | New Waivers

LAB DATES	SESSION	LINKS *(click icon)*
Thursday, August 31, 2023 9:00 am – 11:00 am 1:00 pm – 3:00 pm	OPEN LAB ***Q & A Session:*** *Pop in any time with your School Improvement questions.*	OPEN LAB
Tuesday, September 19, 2023 9:00 am – 11:00 am 1:00 pm – 3:00 pm	OPEN LAB ***Q & A Session:*** *Pop in any time with your School Improvement questions.* ***(FLDOE plan "revisions" are due Friday, September 22, 2023)***	OPEN LAB
Thursday, S… 023 2:0… Cancelled OR Tuesday, October 10, 2023 2:00 pm – 3:30 pm	**Train-the-Trainer Session for SAC Chairs and Co-Chairs** Topic: School-based SAC Operations and Responsibilities This session is provided for SAC Chairs/Co-Chairs to use to train their SAC Committee on the operations, roles and responsibilities of SAC. *You will receive the training PowerPoint to train your SAC Committee.	SAC Chairs
Tuesday, October 3, 2023 9:00 am – 11:00 am 1:00 pm – 3:00 pm	OPEN LAB ***Q & A Session:*** *Pop in any time with your School Improvement questions.*	OPEN LAB
Tuesday, October 17, 2023 2:30 pm – 3:30 pm	**MINI LAB Topics:** • SAC Upload Center Requirements • Florida School Recognition Program (A+ Funds) Overview *(if applicable)* • New Waivers *(Process/Database)*	MINI LAB

2. Broward 2022-2023 School Improvement Plan Closeout

2022-2023 SIP Closeout

2022-2023 Broward SIP Closeout:

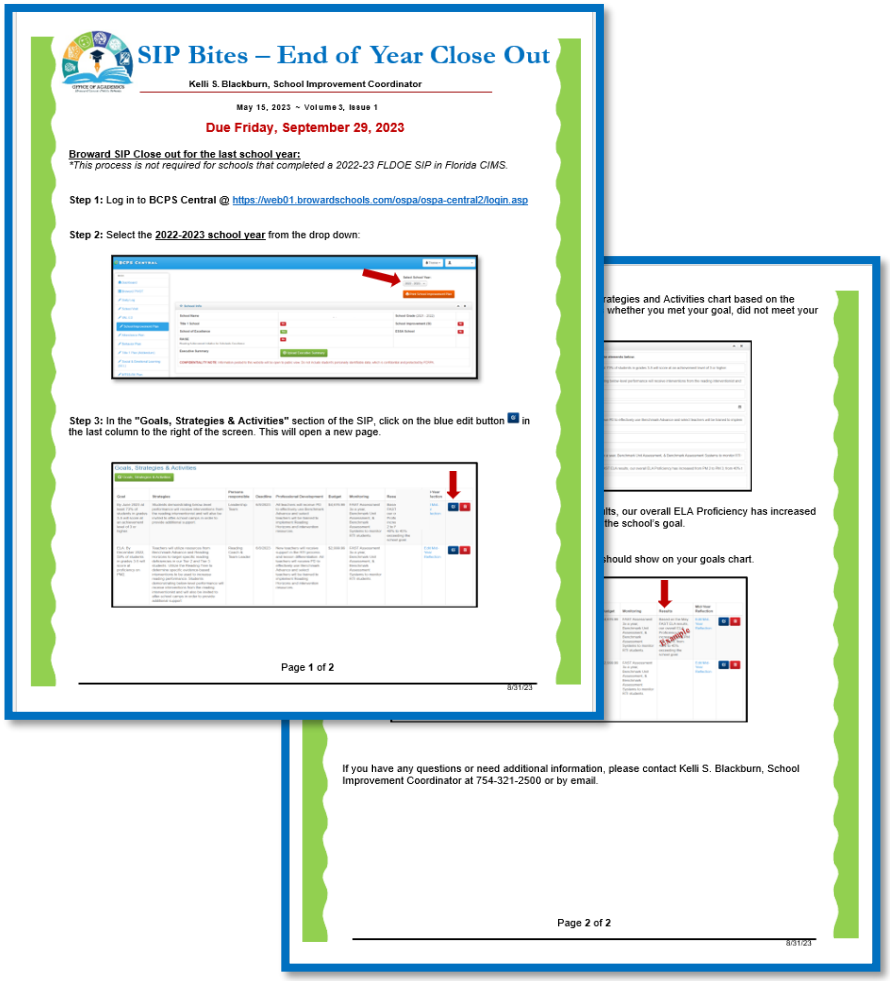
ONLY schools that completed goals in BCPS Central will close out their 2022-2023 SIP.

Step 1: Log into BCPS Central.

Step 2: Select the **2022-2023 school year** from the drop down on the top right of the screen.

Step 3: In the "Goals, Strategies & Activities" section of the SIP, complete the "Results" section for all goals that are listed.

*If you are a new SAC Chair, please see your administrator for access to BCPS Central.



SIP Bites – End of Year Close Out

Kelli S. Blackburn, School Improvement Coordinator

May 15, 2023 ~ Volume 3, Issue 1

Due Friday, September 29, 2023

Broward SIP Close out for the last school year:

*This process is not required for schools that completed a 2022-23 FLDOE SIP in Florida CIMS.

Step 1: Log in to BCPS Central @ https://web01.browardschools.com/ospa/ospa-central2/login.asp

Step 2: Select the 2022-2023 school year from the drop down:

Step 3: In the "Goals, Strategies & Activities" section of the SIP, click on the blue edit button in the last column to the right of the screen. This will open a new page.

Page 1 of 2

8/31/23

If you have any questions or need additional information, please contact Kelli S. Blackburn, School Improvement Coordinator at 754-321-2500 or by email.

Page 2 of 2

8/31/23

3. School Advisory Council (SAC) Information

Purpose of SAC

- Develop and monitor the progress of the SIP.
- Participate in the preparation of the school's annual budget and plan. *(F.S.C. 1001.452)*
- Ensure that a portion of the annual General Appropriations Act (Accountability) funds are used by SAC for implementing the SIP.
- Operate using established administrative guidelines, as determined by SBBC Policy.

SBBC Policy 1403 Governs SAC

Each school is required to establish a School Advisory Council (SAC) that is representative of the population served by the school. Per State statute (S1001.452) a majority of the SAC members cannot be employees of the Broward County Public Schools. Members must be elected by their peer groups (teachers by teachers, parents by parents, etc.).

Articles in the SAC Bylaws

ARTICLE I
Name

ARTICLE II
Purpose

ARTICLE III
Membership

ARTICLE IV
Officers

ARTICLE V
Duties of the Officers

ARTICLE VI
Meetings

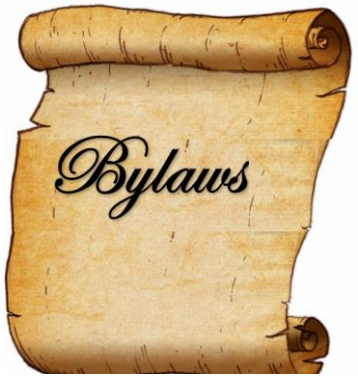
ARTICLE VII
Committees

ARTICLE VIII
Utilization of Funds

ARTICLE IX
SAC Training and Activities

ARTICLE X
Amendments

ARTICLE XI
Parliamentary Authority



Bylaws Article III
Membership

ARTICLE I
Name

ARTICLE II
Purpose

ARTICLE III
Membership

ARTICLE IV
Officers

ARTICLE III. MEMBERSHIP

The School Advisory Council shall be representative of the ethnic diversity of the school's student population. In order to satisfy this requirement, the minimum standards for representation shall be as follows:

- Principal
- Teachers
- BTU Steward (or designee)
- Parents
- I-Zone Representative (must be a parent)
- SAF Chair (or designee) Parent of a student at the school
- ESOL Parent of a student at the school
- ESE Parent of a student at the school
- Gifted Parent of a student at the school
- Pre-K (if applicable – parent or certified teacher)
- Non-Instructional Support Employees
- Community / Business Representatives
- Students (required on high school & adult/technical centers—optional at the middle school)
- Community School Representative (if applicable)

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

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

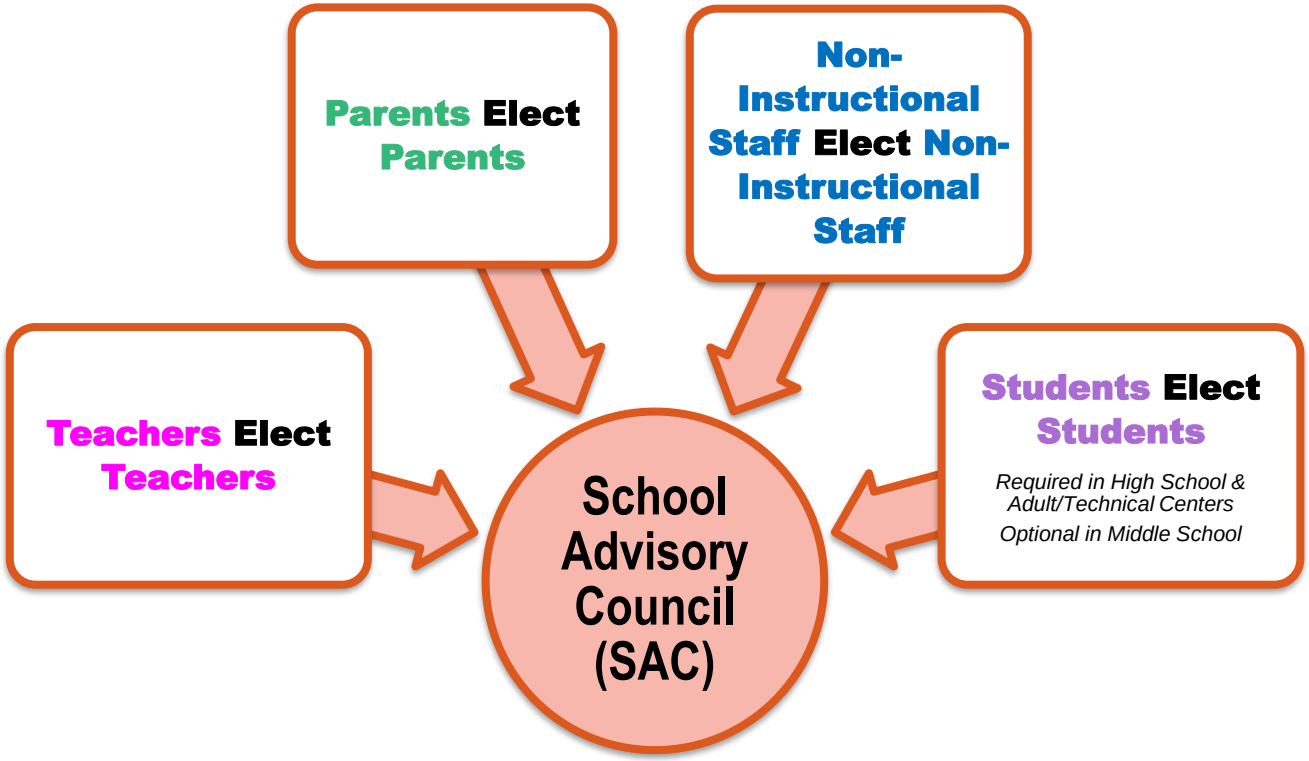
If the elected team is not representative of the school community, as determined by the Principal and/or the Regional/Associate Superintendent, the district school board shall appoint additional members to achieve proper representation.

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

- Section 1. Voting: In accordance with the Sunshine Law, a vote of the membership will be taken. All votes must be conducted orally. All members of the Council shall have one vote each. A voting member must be present in person to vote. (See Section Article VI, Section 9.)
- Section 2. Term of Membership: Members of the SAC should attend SAC meetings on a regular basis. A SAC member will be removed from membership after two (2) unexcused consecutive absences from properly noticed SAC meetings. Vacancies will be filled as described above.
- Section 3. Length of Term: Members of the School Advisory Council shall be elected for One year term(s).
- Section 4. Announcement of an election must be made to the various peer groups at least one week in advance. Announcements will be distributed in a manner that ensures the widest dissemination possible within the peer group.
- Section 5. Election of the faculty representatives will take place at a scheduled general faculty meeting.
- Section 6. Election of the parent representatives will take place at a scheduled general meeting of parents.

SAC Election for General Membership

Each peer group shall elect their respective representatives in a fair and equitable manner at a scheduled general meeting.



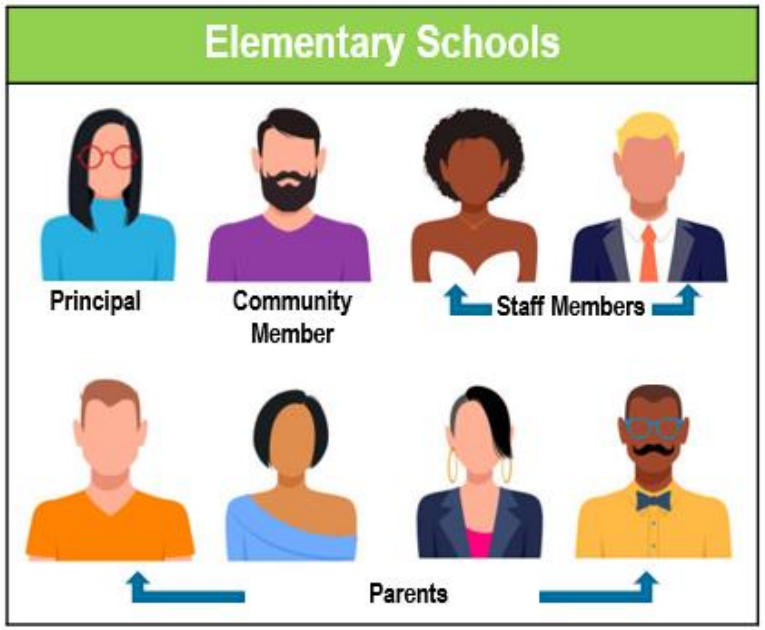
*Only one administrator can be a member of SAC, which is the school Principal. Assistant Principals **cannot** be members of SAC as they are in administrative roles.

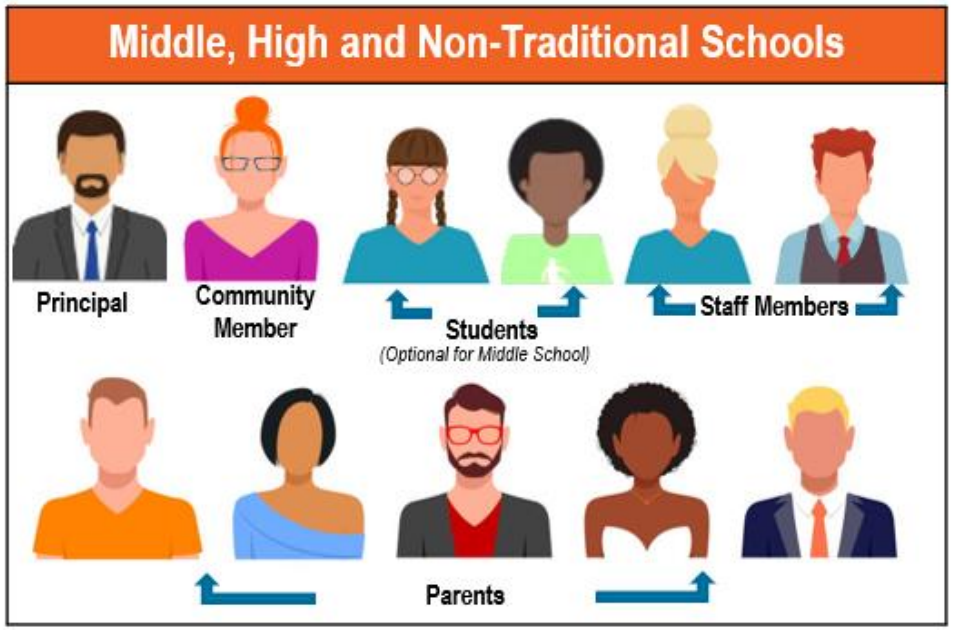
SAC Membership

ARTICLE III. MEMBERSHIP

The School Advisory Council shall be representative of the ethnic diversity of the school's student population.

The minimum standards for representation on SAC shall be as follows:

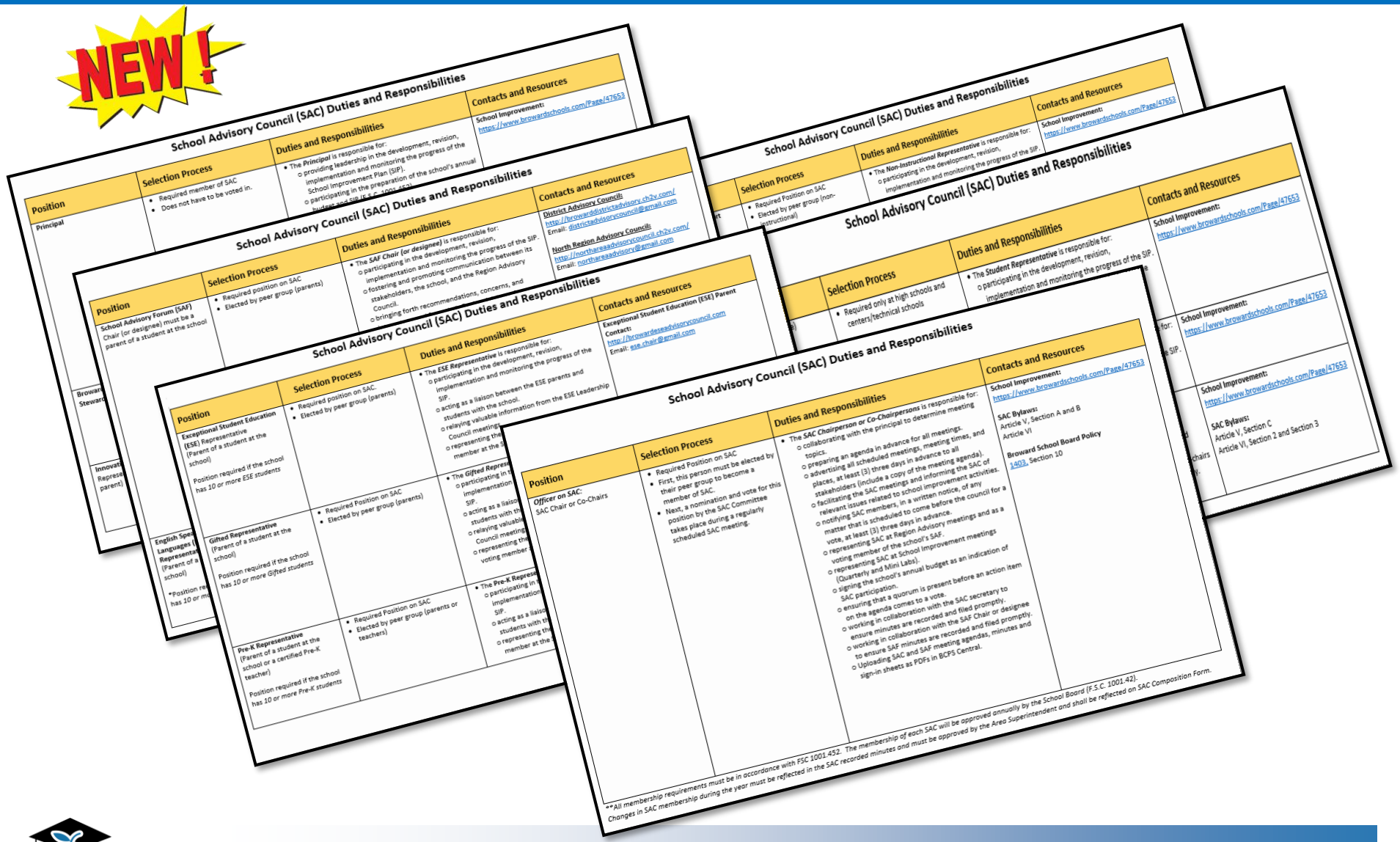




**Parents are always needed for Parent, ESE, ESOL, Gifted, Pre-K and I-Zone Representative SAC positions*.

The majority (at least 51% or more of the total membership) of SAC members must be non-school district employees with a minimum of one (1) representative for each group (teachers, non-instructional support employees, students, parents and other business/community citizens).

Roles and Responsibilities



School Advisory Council (SAC) Duties and Responsibilities

Position	Selection Process	Duties and Responsibilities	Contacts and Resources
Principal	• Required member of SAC • Does not have to be voted in.	• The ***Principal*** is responsible for: o providing leadership in the development, revision, implementation and monitoring the progress of the School Improvement Plan (SIP). o participating in the preparation of the school's annual budget and SIP (F.S.C. 1001.452). o ensuring the council is comprised of properly elected representatives. o collaborating with the SAC Chair/Co-chairs on determining meeting topics. o submitting the SAC approved SIP to the district for school board approval. o keeping members informed of relevant policies and activities of the school, district, and state. o facilitating the nomination and selection process for the Community/Business representative on the SAC Committee and presenting to the SAC Committee for approval.	**School Improvement:** https://www.browardschools.com/Page/47653
Broward Teachers Union (BTU) Steward (or designee)	• BTU Steward or designee is a required member of SAC that does not have to be voted in. • The BTU President shall appoint one (1) teacher bargaining unit member from each school to serve on that school's SAC team. *BTU Article 15, Section F3*	• The ***BTU Steward or designee*** is responsible for: o participating in the development, revision, implementation and monitoring the progress of the SIP. o acting as a liaison between the teachers and the school. o relaying valuable information from BTU. o representing the teachers as a voting member at the SAC meetings.	**Broward Teachers Union (BTU):** http://www.btuonline.com/ **School Improvement:** https://www.browardschools.com/Page/47653
Innovation Zone (I-Zone) Representative (must be a parent)	• First, this person must be elected by their parent peer group to become a member of SAC. • Next, a nomination and vote for this position by the SAC Committee takes place during a regularly scheduled SAC meeting.	• The ***I-Zone Representative*** is responsible for: o participating in the development, revision, implementation and monitoring the progress of the SIP. o attending and relaying valuable information from the Innovation Zone meetings. o acting as a voting member at the SAC meetings.	**School Improvement:** https://www.browardschools.com/Page/47653

FAQ
Frequently
Asked
Questions

SAC Membership FAQ

Q: Can a SAC member hold more than one position on the School Advisory Council?

A: Yes. A SAC member can hold more than one position on the School Advisory Council, but it is done in compliance with state statutes for SAC Representation and Elections, Voting Procedures, and Tenure. *Section 1001.452(1)(a) of the Florida Statutes (2021)*

Q: If an individual holds more than one membership role (e.g., is a Non-Instructional Employee and community/business rep.), do they get a vote for each position held?

A: No. Although a SAC member may hold more than one position on the School Advisory Council, the member only votes one (1) time on any matter that comes before SAC for a vote.

Q: If an individual falls into more than one membership category (e.g., is a teacher and a parent of a child at the school), which group do they represent?

A: The person represents the peer group in which they were elected.

Bylaws Article IV
Officers

ARTICLE I Name

ARTICLE II Purpose

ARTICLE III Membership

ARTICLE IV Officers

ARTICLE V Duties of the Officers

ARTICLE VI Meetings

ARTICLE VII Committees

ARTICLE VIII Utilization of Funds

ARTICLE IV. OFFICERS ✓

- Section 1. Officers of this committee will consist of a Chairperson and secretary.
- Section 2. The officers shall be elected annually at the August meeting.
- Section 3: Installation of new officers will be held at the First meeting of the school year.
- Section 4: If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.
- Section 5. Nominations of SAC Officers:
  - A. There shall be a nominating committee composed of three members who shall be elected by the School Advisory Council at a regular meeting. The committee shall consist of at least one, but not more than two, of current elected officers and the remainder from the general membership.
  - B. The nominating committee will present a slate of candidates for each office at which time nominations from the floor will be taken.
  - C. Nominations for officers will be made from the floor at a School Advisory Council meeting.

Process for Electing Officers/I-Zone Representative

Once the SAC members are established, the election process of the SAC Chair/Co-chair, SAC Secretary and I-Zone Representative commences.

*These positions can ONLY be filled by the newly elected SAC members.

1

At a generally advertised SAC meeting,

* Present a slate of candidates from the newly formed SAC for Officers and Parent position:
  * SAC Chair/Co-Chairs
  * SAC Secretary
  * I-Zone Representative

2

Receive nominations from the floor.

* If there are no nominations from the floor, the slate can be voted on as is.
* If there are nominations from the floor, those names will be added to the slate.

3

Voting is done in accordance with Sunshine Law.

* Members must be present to vote.
* Each position must be voted on separately.

4

Close out the process:

* Announce the results of the vote for the newly elected SAC Officers and I-Zone Representative.
* Record the process and results in the minutes.

*Make sure a quorum is present for voting to take place.

Bylaws Article VI
Meetings

ARTICLE I Name

ARTICLE II Purpose

ARTICLE III Membership

ARTICLE IV Officers

ARTICLE V Duties of the Officers

ARTICLE VI Meetings

ARTICLE VII Committees

ARTICLE VIII Utilization of Funds

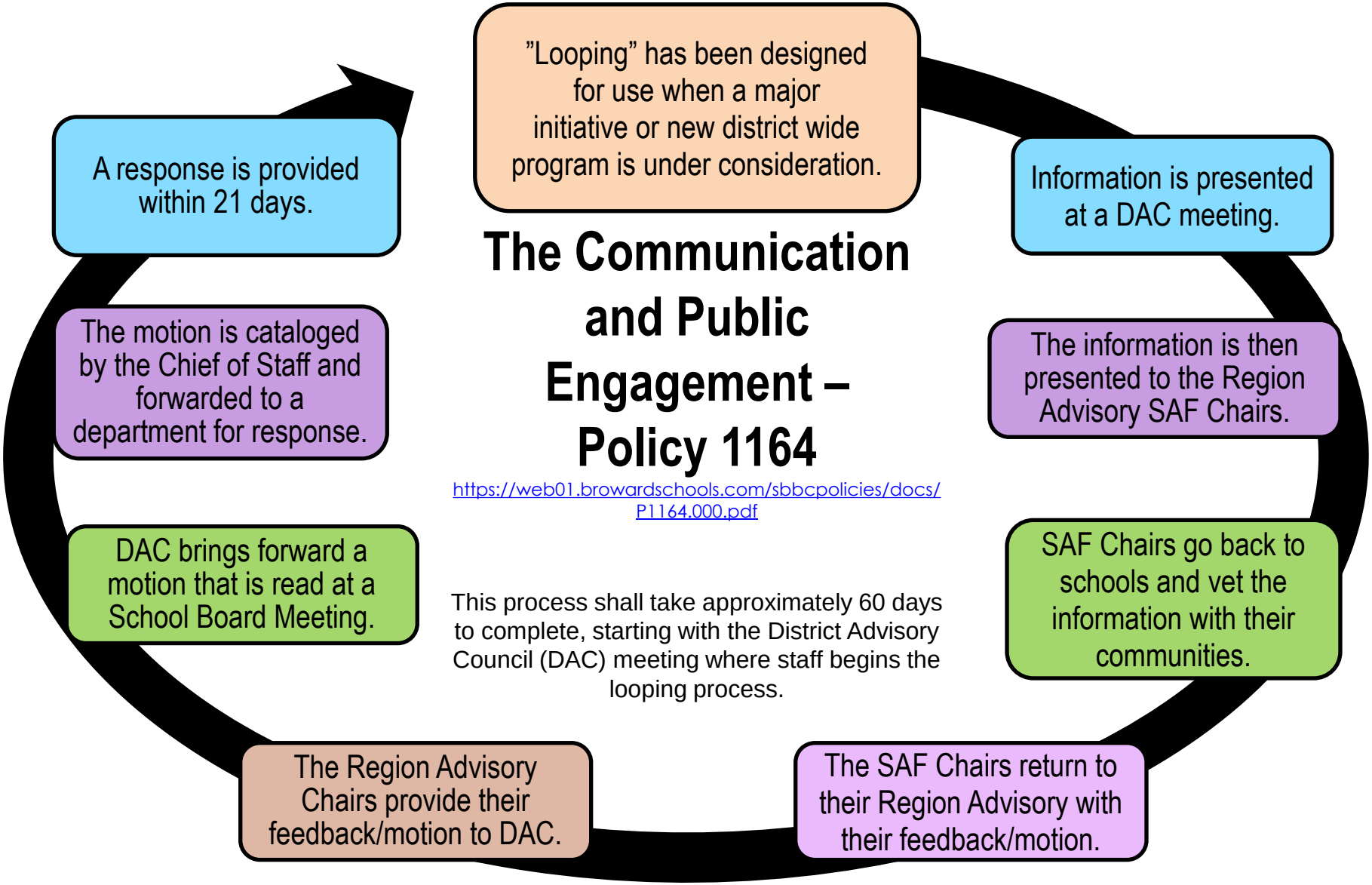
ARTICLE VI. MEETINGS

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

- Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers / guests may not vote on School Advisory Council issues.
- Section 2. Attendance of SAC members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be sent to the Regional/Associate Superintendent.
- Section 3. Minutes of all meetings will be recorded by the Secretary or a designee. Minutes will be sent to the Regional/Associate Superintendent, kept on file at the school and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted.

  Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions made.
- Section 4. Special meetings may be called by the **Chairperson** or by notice of any three (3) members in writing to the **Chairperson**.
- Section 5. All scheduled meetings, meeting times, and places will be announced at least three days in advance. Any matter that is scheduled to come before the council for a vote requires at least 3 days advance written notice to all SAC members. Members must be advised of a change in the established date, time or location. All special meetings will require notification.
- Section 6. SAC meetings will be scheduled at times and locations convenient for all stakeholders (parents, students, teachers, business persons, and members of the community).
- Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. To establish a quorum, a majority of the membership of the council (more than half the members) must be present at the meeting.
- Section 8. SAC meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. SAC meeting discussions will be restricted to those topics on the agenda. Other matters will be deferred to another SAC meeting, to the School Advisory Forum, the PTA/PTO, or the principal.
- Section 9. Voting will be conducted orally by asking all in favor to say "Yea" and those opposed to say "Nay". If there is any doubt as to whether or not there is a majority for or against the vote, a roll call must be taken. Voting on high-stakes issues such as Recognition Funds and Waivers shall be conducted by a roll call. All votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law). All votes will be scheduled early in the beginning of the agenda.

***Plan SAC meetings on the 1st and 4th weeks of the month only. (SBBC Policy 1164)**



The Communication and Public Engagement – Policy 1164

https://web01.browardschools.com/sbbcpolicies/docs/P1164.000.pdf

This process shall take approximately 60 days to complete, starting with the District Advisory Council (DAC) meeting where staff begins the looping process.

SAC Meeting Guidelines

***2023-2024 SAC Meeting Dates should be uploaded by Friday, September 22, 2023.**

Before the Meeting

- ❑ Discuss and create a meeting agenda for an upcoming scheduled meeting.
- ❑ Notice/advertise the meeting at least three (3) full business/workdays in advance
  - Clearly state the date, time and location
  - Include the meeting agenda
- ❑ Print SAC meeting sign-in sheets from BCPS Central.

During the Meeting

- ❑ Call the meeting to order.
- ❑ Take attendance (if voting, ensure there is a quorum and voting happens early).
- ❑ Follow the agenda and conduct SAC business.
- ❑ Record minutes.
- ❑ Announce the next meeting date, time and location.
- ❑ Adjourn the meeting.

After the Meeting

- ❑ Review, prepare and label the minutes as a “Draft” (not yet approved by SAC).
- ❑ Upload the agenda, draft minutes, committee and guest sign-in sheets to the SAC Upload Center in BCPS Central.
- ❑ Once the minutes are approved by SAC at a subsequent meeting, upload the approved copy to the SAC Upload Center.

SAC Meeting Date Changes

During the school year, if there are changes to any of the established SAC Meeting dates, schools must:

- ❑ Immediately notify SAC members and other stakeholders (parents, students, teachers, staff, businesspersons and members of the community) via phone, email, marquee, Parent Link, etc.
- ❑ Announce and post the new meeting date at least three (3) full business/workdays in advance.
- ❑ Revise and upload the 2023-2024 SAC Meeting Dates Flyer in BCPS Central and all other locations where it was advertised (school website, newsletters, etc.).

SAC Meeting Resources

NEW!

MEETING CHECKLIST

School Advisory Council (SAC) Chairs

BEFORE THE MEETING

_____ Meet with the principal to create the meeting agenda

_____ State the date, time, and location on the meeting agenda

_____ Notice/advertise the SAC Meeting at least 3 days in advance on your school's website, marquee, parent link, etc (include the agenda)

_____ Print sign in sheets from the online SAC Composition program in BCPS Central

_____ Make copies of all handouts for the meeting (e.g., agenda, previous minutes, PowerPoint, etc.)

DURING THE MEETING

_____ Start on time

_____ Establish meeting etiquette

_____ Take attendance (if voting, must have a **quorum**)

_____ Conduct SAC business (refer to Robert's Rules of Order)

_____ Follow the agenda (avoid getting side-tracked – stay on topic)

_____ Remind attendees of the next meeting date, time, and location

_____ Adjourn on time

AFTER THE MEETING

_____ Establish a time with the SAC Secretary to review the minutes for grammar, accuracy, spelling, etc.

_____ Provide copies of meeting minutes to SAC members to review for approval at the next meeting

_____ Upload agenda, sign-in sheets, and minutes (PDFs) in the SAC Upload Center in BCPS Central

SIP Bites – SAC Meetings

Kelli Blackburn, School Improvement Coordinator

September 5, 2023 ~ Volume 3, Issue 3

The School Advisory Council (SAC) shall meet on site regularly during the school year. All meetings must be open, advertised and are subject to the Florida Sunshine Law. Robert's Rule of Order is also used to bring order and efficiency to meetings.

In addition, the SAC and School Advisory Forum (SAF) will schedule two joint meetings per school year.

SAC Meeting Requirements:

- Schedule meetings during the 1st or 4th week of the month (SBBC Policy 1164 – Public Engagement Loop) at a time and location that will encourage participation and attendance of your stakeholders (parents, students, staff, community, etc.).
- Publish the SAC meeting schedule (include joint SAC/SAF meetings) for the current school year in September on school websites, school calendar, flyers, newsletters, etc.
- Provide notification of monthly meetings and agendas to stakeholders at least three (3) full business/workdays in advance.
  - Changes to SAC meeting dates during the school year must be announced and posted immediately for stakeholders.
- The SAC Chair shall preside over the meetings.
  - SAC Chair **and** SAF Chair shall preside over the two joint meetings.
- Follow the agenda. Other matters should be deferred to another SAC meeting, SAF, the PTA/PTO, or the principal.
- Encourage public participation throughout the meeting.
- To vote on any issues, a quorum must be present (51% or more of the total membership). If not, the meeting is for informational purposes only.
- Adjourn SAC meetings through a motion. Prior to adjourning, the next meeting date, time and location should be announced.

SAC Meeting Resources (available on the School Improvement Website):

- Florida Sunshine Law
- Simplified Roberts Rules of Order
- FLDOE Agenda and Minutes Guidelines
- Minutes Template

Bylaws Article VIII
Utilization of Funds

ARTICLE I Name

ARTICLE II Purpose

ARTICLE III Membership

ARTICLE IV Officers

ARTICLE V Duties of the Officers

ARTICLE VI Meetings

ARTICLE VII Committees

ARTICLE VIII Utilization of Funds

ARTICLE VIII. UTILIZATION OF SCHOOL IMPROVEMENT FUNDS

- A. A portion of the Education Enhancement Trust Fund (lottery money) is distributed to the school (through the District) for the SAC to use for programs and projects to enhance school performance through the implementation of the SIP.
- B. Per the General Appropriations Act, Accountability Funds may not be used for capital improvements or for projects or programs with a duration of more than one-year. A principal may not override the selection of the use of the money.
- C. School-based decisions concerning the distribution of School Recognition Funds will be the responsibility of the SAC in accordance with procedures established by the District.

Accountability Funds

Each School Advisory Council is responsible for allocating **Accountability Funds** to support the school improvement plan goals and objectives. These allocations shall be documented in the School Improvement Plan. (ss.1001.42(18) and 1008.345)

SAC must:

- Establish a process to request funds.
- Approve the allocation of Accountability Funds to support the SIP.

The SAC agenda must include:

- Accountability Funds monthly balance until $0.
- Requested items/services and total amount.

The SAC minutes must include:

- An itemized list of items/services requested and total amount.
- All motions and voting results.

The SAC meeting must:

- Have a quorum, 51% of the total SAC membership, for voting to take place.
- Have voting scheduled early on the agenda.

Q&A
You have Questions
We have Answers

4. SAC Meeting Documentation

Required SAC Documentation

School Advisory Council and Forum documents must be maintained and uploaded in the SAC Upload Center.

Upload these documents by October 6, 2023.

- ☑ 2023-2024 SAC Meeting Dates
- ☑ SAC Composition Report
- ☑ SAC Bylaws
- ☑ SAF Bylaws

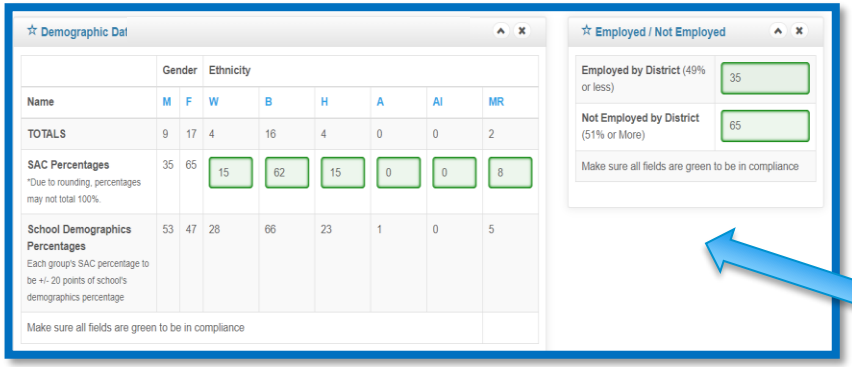
Upload these meeting documents monthly after each SAC and SAF meeting.

- ☑ SAC Agenda
- ☑ SAC Minutes (Draft until approved)
- ☑ SAC Attendance
- ☑ SAF Agenda
- ☑ SAF Minutes
- ☑ SAF Attendance

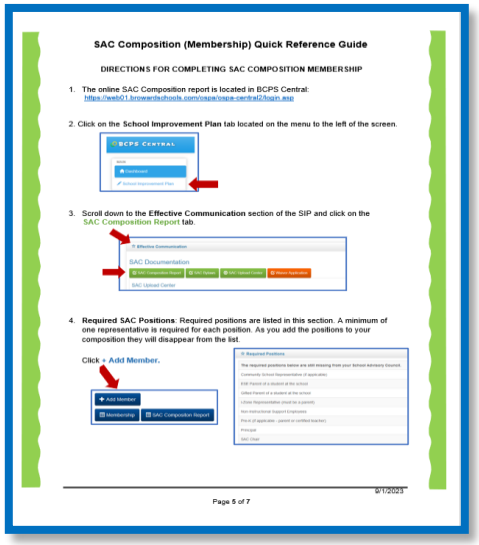
Note: *If changes are made to any documents, upload the revised copies upon completion.*

SAC Composition/Online Program

The online SAC Composition Report is located in BCPS Central:
https://web01.browardschools.com/ospa/ospa-central2/login.asp



SIP Bite Resource

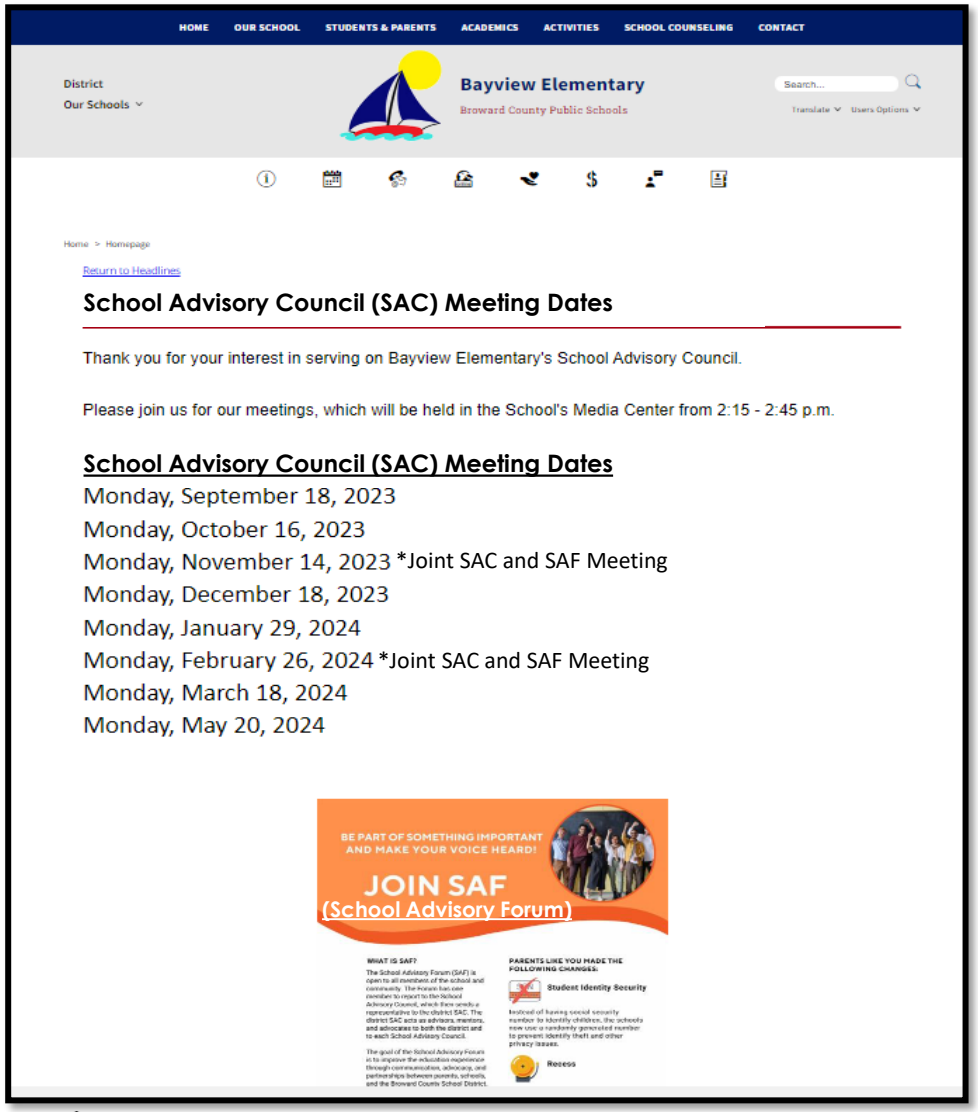


Due Oct. 6th

Things to Remember:

- ✓ All required positions must be filled.
- ✓ Assistant Principals are not members of SAC.
- ✓ Compositions should be balanced (all **green** in the system) per
  - Demographics (represents school)
  - Employee vs. Non-employees.
- ✓ Any changes (adding or resigning members) to the composition must be:
  - reflected in your minutes
  - reflected in the online program
  - updated in the SAC Upload Center.

School Websites



HELPFUL HINTS:

- **Do not list the School Advisory Council and School Advisory Forum as SAC or SAF on any documents or school website**
- **Use the complete title of each entity and list separately**

5. Broward School Improvement Plans (SIP)

SIP Components

Due Sept. 22nd

• SCHOOL INFORMATION (Info. below is Prepopulated)		• SAFE AND SUPPORTIVE ENVIRONMENT	
• School Name (prepopulated) • School Grade (prepopulated) • Title 1 School • School Improvement (SI)	• School of Excellence • ESSA School • RAISE • Executive Summary (Review and Upload)	• Professional Learning Communities (PLCs) • CPS Team Meeting Schedule • MTSS Plan* • Life Skills and Wellness (LSW) Plan*	• School-wide Positive Behavior Plan* • Attendance Plan* • School Counseling Plan* • Equity Plan* • Best Practices In Inclusive Education (BPIE) Plan*
• SCHOOL BUDGET SIGNATURE PAGE		• EFFECTIVE COMMUNICATION	
• HIGH QUALITY INSTRUCTION		• SAC Documentation • Cognia eProve Survey Results • Family and Community Engagement Plan (FACE)*	
• Early Warning Indicators • School Report Card • Goals, Strategies & Activities (not for FLDOE SIP schools)	• FLDOE SIP (FLDOE SIP schools only) • Title 1 Addendum* • K-12 Comprehensive Reading Plan*		

SIP REQUIREMENTS

- BCPS SIPs and district department plans must be completed by all schools and uploaded by September 22, 2023.
- The BCPS & FLDOE (if applicable) SIPs are required to be presented at the first SAC meeting following elections.
- The progress and monitoring of the SIP should be discussed regularly at SAC meetings.

***DISTRICT DEPARTMENT PLANS**

- Each completed plan should be uploaded as a PDF document into the SIP in the corresponding section.
- District departments will provide direct feedback to schools about their plans.

Cognia Executive Summary-2023-2024

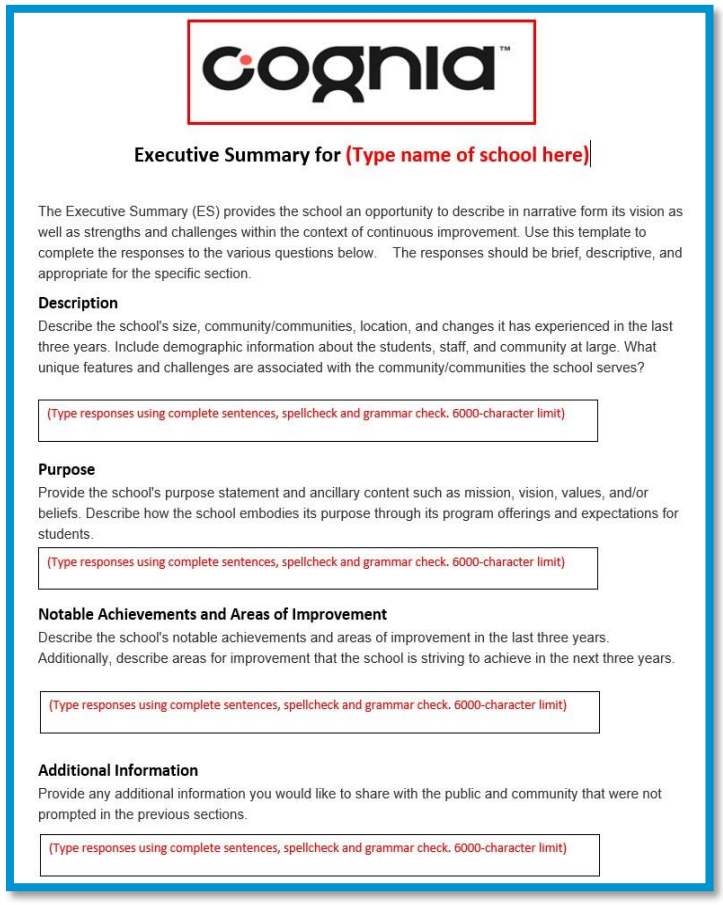
All schools are required to review the Cognia Executive Summary at the beginning of each school year. The School Leadership Team should review and update the summary, if necessary.

Download the 2022-2023 Executive Summary

- Review the summary to ensure it reflects the current situation of the school.

If revisions are necessary:

- Go to https://www.browardschools.com/Page/37659 to download a blank template.
- Input the updated information onto the template.
- Answer all sections indicated by red.
- Save the executive summary as a PDF.
- Upload the final Executive Summary **by September 22, 2023.**



cognia™

Executive Summary for (Type name of school here)

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

Description

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

(Type responses using complete sentences, spellcheck and grammar check. 6000-character limit)

Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

(Type responses using complete sentences, spellcheck and grammar check. 6000-character limit)

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

(Type responses using complete sentences, spellcheck and grammar check. 6000-character limit)

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

(Type responses using complete sentences, spellcheck and grammar check. 6000-character limit)

BCPS School Improvement Plan (SIP) Goals

School Improvement Plans are designed to elevate a process for closing achievement gaps across populations through setting goals, identify ways to improve and evaluating change. Per SBBC Policy 1403, schools must create at least one SIP goal to target student achievement in reading. Additional goals can be addressed based on achievement needs.

<table>
<tr><td>Goals, Strategies & Activities</td><td colspan="2">1. Define SMART Goals
• Specific: What will change and when
• Measurable: Quantified and tracked with assessments and other data throughout the cycle
• Attainable: Both challenging and realistic
• Results-focused: Directly impacts student learning
• Time-bound: Has a specific timeframe for completion
2. Strategies/Activities - Identify action steps to support goals</td><td>3. Persons Responsible & Deadline – Assign tasks and completion date for goal
4. Professional Development – Identify learning
5. Budget – Include Accountability Funds and purchases that will be used to achieve goals
6. Monitoring – Assess performance, collect/provide feedback and revise plan if needed.
7. Results – Record achievement compared to the initial goals.</td></tr>
<tr><td rowspan="2">Additional Goals
(Not required, but encouraged to address other areas of need)</td><td>Possible Areas to Address:</td><td>• Grade Level Goal
• Content Area Goal</td><td>• Early Warning Indicators Goal
• Positive Culture and Environment Goal</td></tr>
<tr><td colspan="3">• ESSA Subgroups Goals – address those near the 41% Federal Percent of Points Index (FPPI).
○ Subgroup data for schools can be found at: https://edudata.fldoe.org
○ Click on School Report Cards, enter the county and choose your school from the menu.
○ Click on the blue “details” button in the School Performance section and the subgroup data is listed.</td></tr>
<tr><td>Sample Targets for Developing Goals</td><td>• Benchmark-Aligned Instruction
• Graduation Rate
• Career and Technical Education</td><td>• Small Group Instruction
• Collaborative Planning
• Instructional Coaching</td><td>• Attendance
• Professional Learning Communities (PLCs)</td></tr>
</table>

6. FLDOE SCHOOL IMPROVEMENT PLANS

Every Student Succeeds Act (ESSA) Identification of Schools

- ESSA and Florida's school accountability system are aligned per the ESSA state plan.
- Any school could potentially be identified as a school in need of comprehensive or targeted support and improvement under the federal Every Student Succeeds Act (ESSA).

Comprehensive Support and Improvement (CSI)

- ❑ Have an overall Federal Index below 41% (lowest performing).
- ❑ Have a graduation rate at or below 67% (low grad rate).
- ❑ Have a school grade of D or F (lowest performing).
- ❑ Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years (not exiting).

Targeted Support and Improvement (TSI)

- ❑ At least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Additional Targeted Support and Improvement (ATSI)

- ❑ Has one or more subgroups with a Federal Index below 41%.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

The RAISE program established the criteria below for identifying schools for additional support based on the Spring 2023 Early Literacy or STAR Reading Grades K-2 and FAST English Language Arts Grades 3, 4 and 5 assessments.

K-2

Students in grades Kindergarten (K) through second (2) where 50% or more of students in any grade level, score below the 40th percentile on Early Literacy or STAR and they are not on track to pass the statewide standardized grade 3 ELA assessment.

3-5

Students in grades three (3) through five (5), where 50% or more of students, in any grade level, score below a level 3 on the most recent statewide ELA assessment.

7. DISTRICT DEPARTMENT PLANS IN BCPS SIP & SUPPORT

DEPARTMENT PLAN SUPPORT CONTACTS

2023-2024 DISTRICT DEPARTMENT PLANS SUPPORT CONTACTS

The following contacts are available to assist with the Department Plans in the District School Improvement Plan in BCPS Central:

Annual School Counseling Plan (ASCP) ▪ Christine M. Ross (ES), ▪ Siobahn Murphy (MS), ▪ Rachel Kusher (HS) @ 754-321-1675	**K-12 Comprehensive Reading Plan** ▪ Melissa Miller and Diane Raude (Elementary) ▪ Marie Garrido (Secondary) @ 754-321-1800
Attendance Plan ▪ Ascellias Arenas @ 754-321-1623	**Life Skills and Wellness (LSW) Plan** ▪ Belinda Daise and Celeste McGill-Franklin @ 754-321-1678
Best Practices for Inclusive Education (BPIE) Plan ▪ Sabrina Sheib @ 754-321-3435	**Multi-Tiered System of Supports (MTSS) Plan** ▪ bcpsmtss@browardschools.com or @ 754-321-1655
Equity Plan ▪ Tom Albano @ 754-321-1600	**Schoolwide Positive Behavior Plan (SPBP)** ▪ Amber Jennings @ 754-321-1706
Family and Community Engagement Plan (FACE) ▪ Sophie Cariveau @ 754-321-1599	**Title 1 Addendum Plan** ▪ Adriana Karam @ 754-321-1400

K-12 Comprehensive Evidence-Based Reading Plan (CERP) 2023-2024

DISTRICT CONTACTS:

Elementary Learning: Melissa J. Miller
melissa.miller5@browardschools.com

Secondary Learning: Marie Garrido
marie.garrido@browardschools.com

Steps to Complete K-12 CERP Portion of SIP

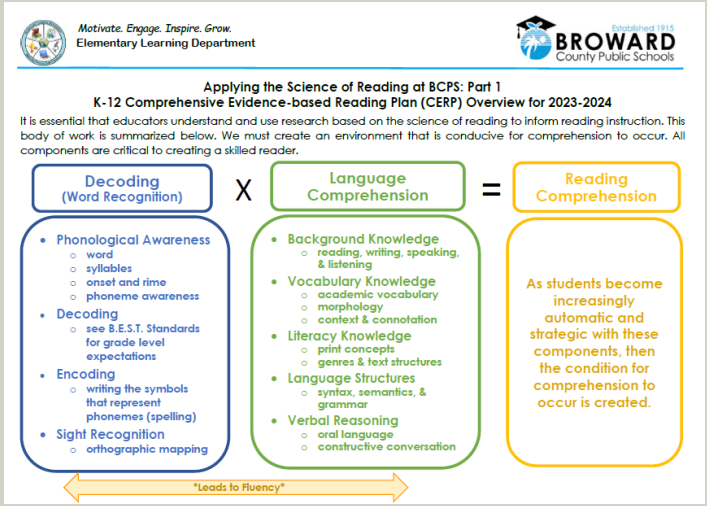
Steps to Complete the 2023-2024 K-12 Comprehensive Evidence-Based Reading Plan Requirements via SIP Hub	
The School's SIP liaison, in collaboration with the school's Principal, are to follow these steps to review the 2023-2024 K-12 CERP and ensure its implementation with fidelity.	
Step 1	School's SIP liaison/designee communicates the annual K-12 CERP review requirement with the school principal.
Step 2	The school principal schedules a virtual or in-person meeting with the School's Literacy Leadership **prior to Friday, September 29, 2023**, to review and evaluate implementation of the 2023-2024 K-12 CERP. **Please Note**: A meeting agenda outlining this review and accompanying sign-in sheet for this meeting is required, as it will need to be uploaded in Step 5.
Step 3	During the scheduled meeting, the School Principal provides a print/electronic copy of the 2023-2024 K-12 CERP **or** Applying SoR at BCPS: Parts 1, 2, & 3 with Literacy Leadership Team to review all the sections of the plan focusing on the ones listed below. • Section 3: School Literacy Leadership Teams • Section 4: Literacy Coaching • Section 5: Standards, Curriculum, Instruction & Intervention • Section 6: Professional Learning • Section 8: Family Engagement
Step 4	The school's SIP Liaison and/or School Principal downloads the document titled **School's Literacy Leadership Team Contact Information** and completes Part 1 and 2, saves it as a PDF and uploads to the SIP K-12 Reading Plan Hub.
Step 5	The school's SIP liaison/designee uploads to the SIP K-12 CERP Plan Hub a PDF copy of the **K-12 CERP meeting agenda and sign-in sheet or Microsoft TEAMS attendance** as evidence that the School's Literacy Leadership Team met to review and ensure implementation of the 2023-2024 K-12 Comprehensive Evidence-Based Reading Plan.

K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN REQUIREMENTS 2023-2024

Steps 1 & 2

The K-12 Comprehensive Evidence-Based Reading Plan (6A.6.053) describes the role of literacy leadership (both district and school level), literacy coaching, professional development, assessment, curriculum, and instruction in the improvement of student outcomes utilizing the B.E.S.T. Standards for English Language Arts. All Schools are expected to review the District's state approved K-12 Comprehensive Evidence-Based Reading Plan with the school's Literacy Leadership Team (LLT) at the beginning of each school year and as needed.

The School Liaison/Designee will need to download the template and collaborate with School Principal to complete and upload the information sheet, the agenda from the meeting where the K-12 CERP was discussed, and corresponding sign-in sheets.



COMPLETE AND UPLOAD INTO THE BCPS 2023-2024 SIP K-12 COMPREHENSIVE READING PLAN HUB

Steps 3 & 4

BROWARD County Public Schools

School Improvement Plan 2023-2024

K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP)

School Literacy Leadership Team Contact Information

Part 1 Directions: Section 3 of the K-12 CERP requires that schools maintain a Literacy Leadership Team. List all members of your School's Literacy Leadership Team.

Literacy Leadership Team Members	Title

Part 2 Directions: Review the K-12 CERP or **"Applying SoR (Science of Reading) at BCPS: Part 1, 2, & 3".** with your Literacy Leadership and Collaborative Problem-Solving Teams. These are the guiding documents from the 2023-2024 K-12 CERP. Then, complete the chart below to indicate which member(s)of your team is the contact person for each of the plan's requirements listed on the chart below.

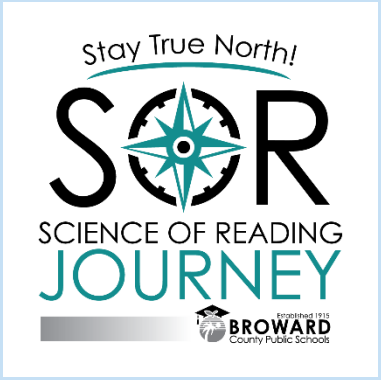
K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School			
Principal's Name			
Sections of the Plan Requirements	**Contact Person**	**Title**	**E-mail**
Section 3- Literacy Leadership: Conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity. **(Applying SoR at BCPS: Part 1)**			
Section 3- Literacy Leadership: Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.			
Section 3- Literacy Leadership: Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, outside of the 90-minute reading block.			
Section 4: Literacy Coaching: Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.			
Section 5- Standards, Curriculum, Instruction & Intervention: Use "Applying SoR at BCPS: Part 2" guidance with students reading below grade level to identify reading component to address during Tier 2 or 3 intervention. **(Applying SoR at BCPS: Part 2)**			
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention course. These students are reported to FDOE through Survey 2 (Oct)and Survey 3 (Feb).			
Section 5- Standards, Curriculum, Instruction & Intervention: Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs **(Applying SoR at BCPS: Part 3)**			
Section 5- Standards, Curriculum, Instruction & Intervention: Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small group teacher-led instruction with ample opportunities for students to practice skills and receive feedback.			
Section 6- Professional Learning: Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.			
Section 8: Family Engagement: Ensure that parents of **K-5 students** identified with substantial reading deficiencies are provided a read-at-home plan and encouraged to sign up for the NWRI.			

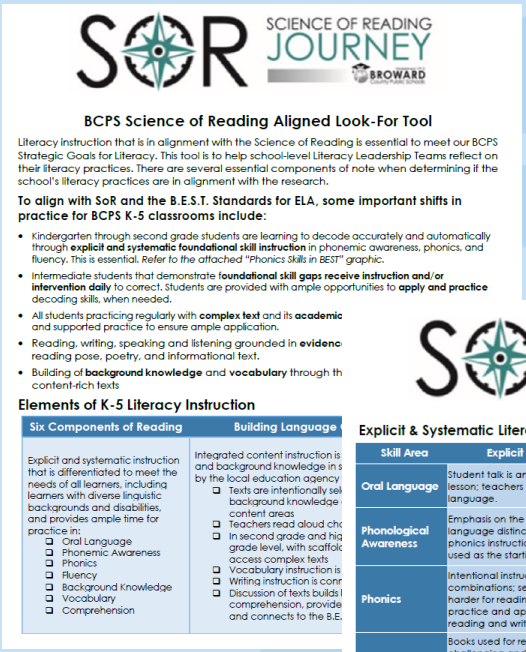
Step 5

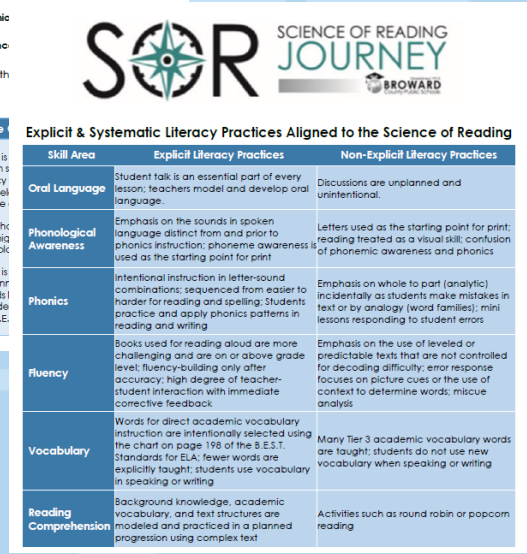
PLEASE DON'T FORGET STEP 5!

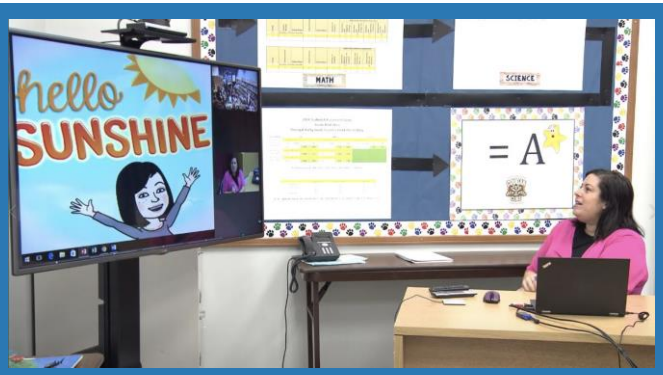
SCHOOLS MUST UPLOAD AN AGENDA & SIGN-IN SHEET FROM THE MEETING WHERE THE COMPONENTS OF THE 23-24 K-12 CERP WAS REVIEWED BY THE LITERACY LEADERSHIP TEAM.

Resources to Consider when Developing K-5 ELA Goals for 23-24









Regional/Associate Superintendents
Office of Teaching and Learning

Multi-Tiered System of Supports
School Improvement Plan and MTSS Action Plan
2023 – 2024

Contact Information:

bcpsmtss@browdschools.com or (754) 321-1655

Every 1 Counts
Educating Today's Students to Succeed in Tomorrow's World

Established 1915
BROWARD
County Public Schools

Greetings MTSS Coordinators, CPS Teams, and Administrators,

It's that time of year again! Time to review, reflect, and assess your school's progress with MTSS implementation and delivery of interventions and supports for students.

Your school's CPS Team is required to complete a Self-Assessment of Multi-Tiered System of Supports (SAM) annually to ensure the necessary actions and activities are occurring to successfully implement and sustain the six domains of MTSS with fidelity.

As you plan and schedule CPS Team meetings, we are readily available to support. The District's MTSS team will provide technical assistance and direct support to complete the SAM as well as any assistance you may need throughout the remainder of the school year.

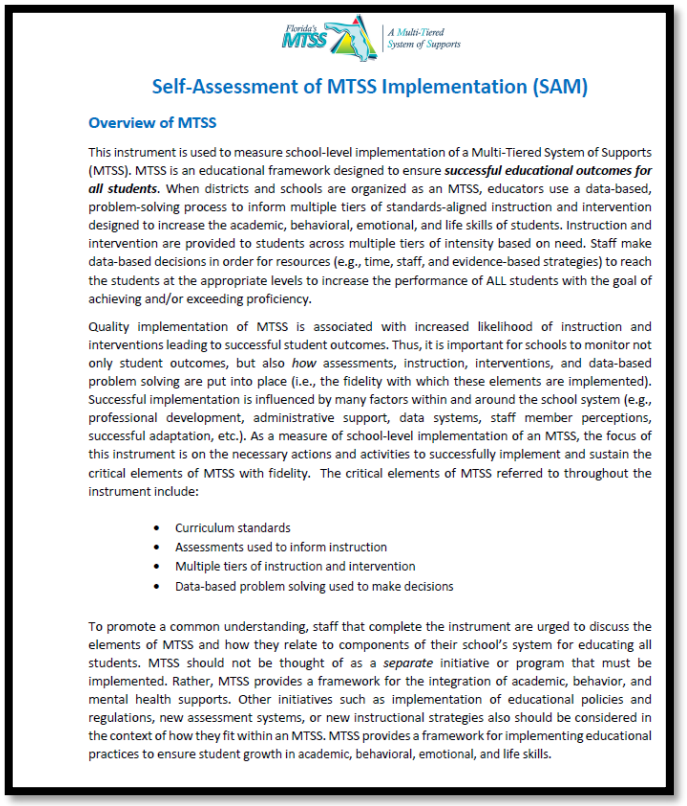
Use the attached guidance to complete your school's MTSS Action Plan. If you have any questions, please email BCPS MTSS bcpsmtss@browardschools.com or call the Regional/Associate Superintendent Office.

Purpose of School-Level Self-Assessment of MTSS Implementation in alignment to SIP

At the end of each school year, the School Leadership Team including members of the Collaborative Problem-Solving Team (CPST) complete the Self-Assessment of MTSS implementation (SAM) instrument to measure school-level implementation of a Multi-Tiered System of Supports (MTSS).

Then, at the beginning of each school year, the School Leadership Team reviews their annual SAM Report to identify the necessary actions and activities to develop an MTSS Action Plan in alignment to School Improvement goals for the 23–24 school year.

Follow the steps in this presentation to complete your school's MTSS Action Plan.



Florida's MTSS | A Multi-Tiered System of Supports

Self-Assessment of MTSS Implementation (SAM)

Overview of MTSS

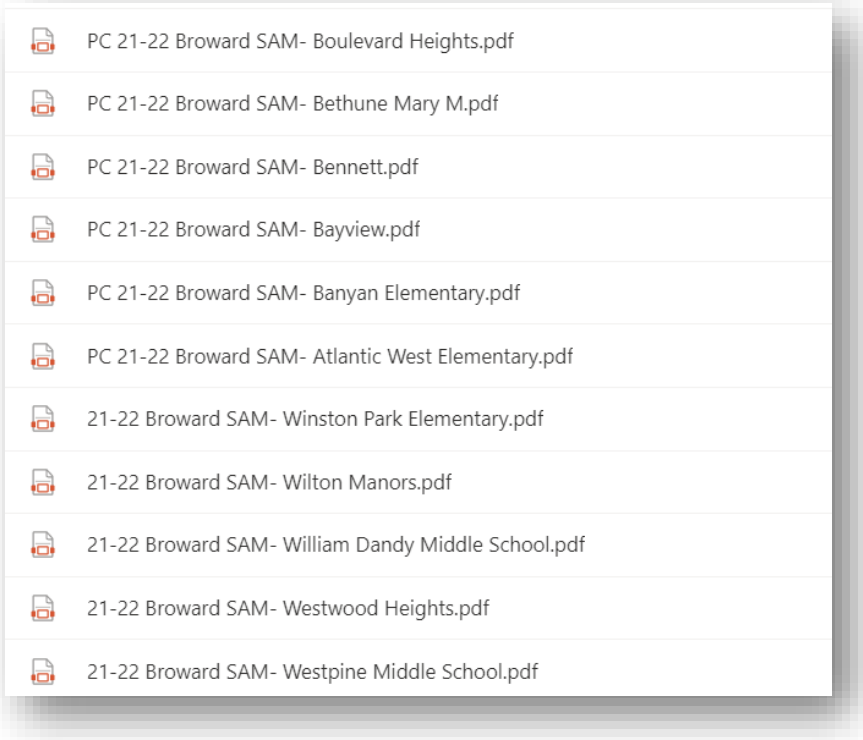
This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is an educational framework designed to ensure ***successful educational outcomes for all students***. When districts and schools are organized as an MTSS, educators use a data-based, problem-solving process to inform multiple tiers of standards-aligned instruction and intervention designed to increase the academic, behavioral, emotional, and life skills of students. Instruction and intervention are provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Quality implementation of MTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also *how* assessments, instruction, interventions, and data-based problem solving are put into place (i.e., the fidelity with which these elements are implemented). Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptation, etc.). As a measure of school-level implementation of an MTSS, the focus of this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of MTSS with fidelity. The critical elements of MTSS referred to throughout the instrument include:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
- Data-based problem solving used to make decisions

To promote a common understanding, staff that complete the instrument are urged to discuss the elements of MTSS and how they relate to components of their school's system for educating all students. MTSS should not be thought of as a *separate* initiative or program that must be implemented. Rather, MTSS provides a framework for the integration of academic, behavior, and mental health supports. Other initiatives such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies also should be considered in the context of how they fit within an MTSS. MTSS provides a framework for implementing educational practices to ensure student growth in academic, behavioral, emotional, and life skills.

STEP 1: Access your school's 2023 SAM Report

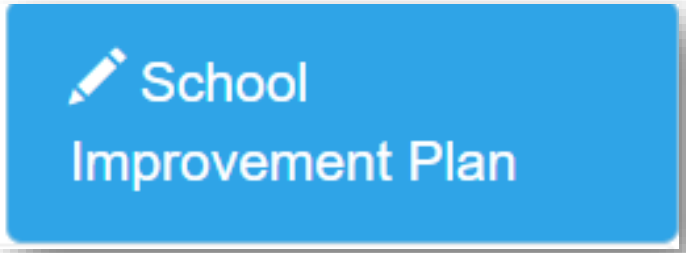


Use this link to access your SAM completed in the Spring of 2023.

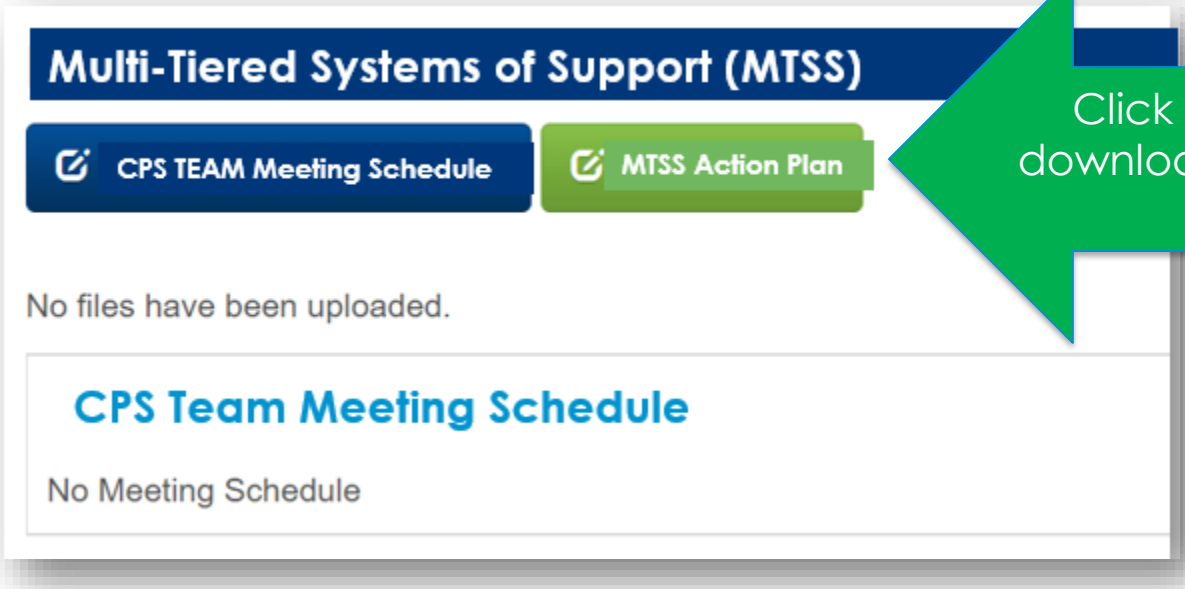
Find your school's name and download report.

Note: If your school does not have a current SAM report, follow the directions on slide 13 of this presentation to complete your MTSS Action Plan.

STEP 2: Access the School Improvement Hub via BCPS Central



Click on School Improvement Plan and scroll down to the MTSS Section of the SIP as seen below.



Click on MTSS Action Plan to download resources to complete your action plan.

- SAM Rubric
- SAM infographic
- MTSS Action Plan
- SAM Scoring Sheet

STEP 3: With your School Leadership Team, review your SAM report along with the SAM Rubric, End Notes, and Guiding Questions

Guiding Questions for School-Level Problem Solving with SAM Data

1. **Looking at the data, what do we wonder or what do we notice?**
   - What is a surprise? Not a surprise?
   - Which domains/items are we implementing well? Which could be improved?
   - How does the data align or misalign with our school improvement goals?

2. **What could or should we address in our action plan?**
   - What is most impacting our implementation of MTSS?
   - What would be most immediately actionable?
   - What would have the most influence?
   - What is most aligned to our goals?
   - What strengths could we leverage?

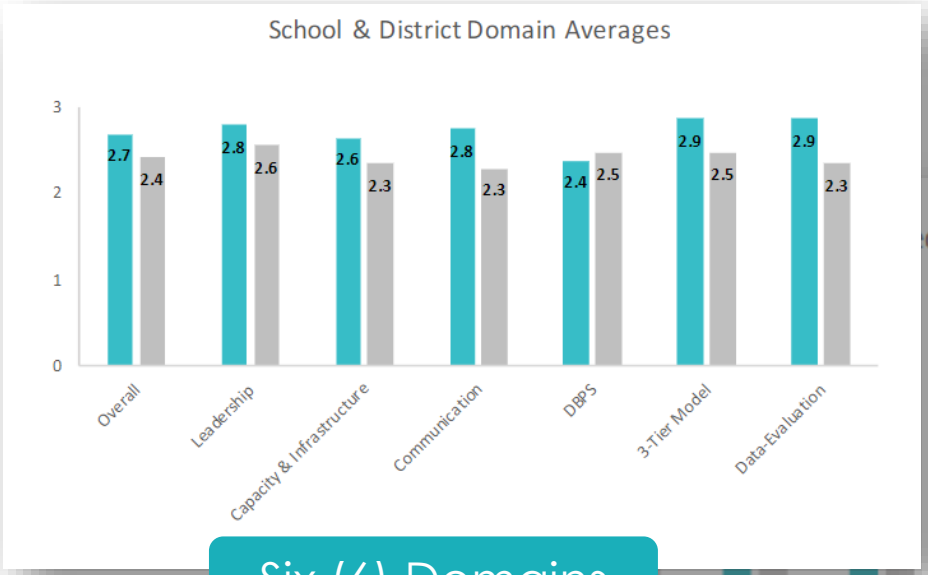
3. **Do barriers that exist within our system that may need to be addressed at the district level?**
   - Are there policies and procedures currently in place/not in place that are a
   - our work?
   - Do we have access to all the data we need for problem solving?
   - Do we have access to resources we need to do the work?

SAM Rubric

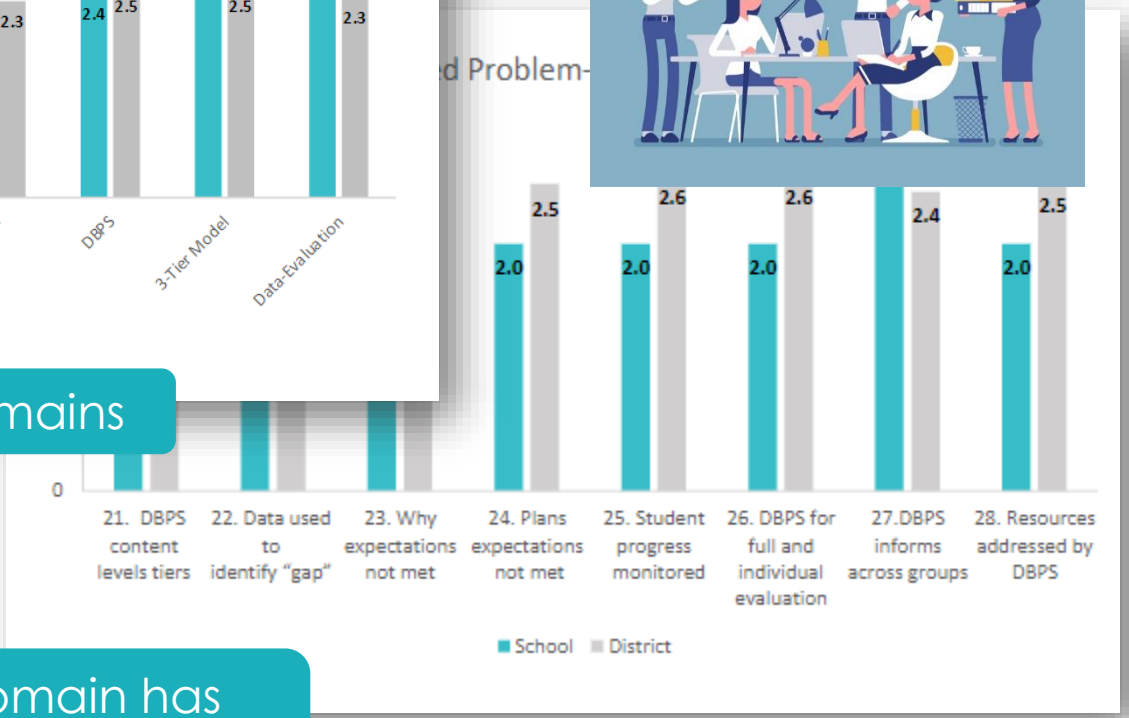
Item	0 - Not Implementing	1 - Emerging/Developing	2 - Operationalizing	3 - Optimizing	Rating
4. Data Based Problem Solving Domain (Items 21-28)					
21. Integrated data-based problem solving[17] for student academic, behavioral, emotional, and life skills outcomes occurs across content areas, grade levels, and tiers[18]	Data on academic, behavioral, emotional, and life skills outcomes may be collected, ***but*** data-based problem-solving does ***not occur across***: • academic, behavioral, emotional, and life skills content areas • any grade levels • any tier	Data-based problem solving occurs across ***1 of the following 4***: • at least 2 content areas (e.g., reading, behavioral, emotional, and life skills) • at least 50% of grade levels • a single tier • only academic outcomes or only behavior, emotional, and life skills outcomes	Data-based problem solving occurs across ***2 of the following 3***: • at least 3 content areas • at least 75% of grade levels • at least two tiers	Data-based problem solving occurs across ***all of the following***: • across all content areas • all grade levels • all tiers	
22. *Across all tiers*, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavioral, emotional, and life skills goals	The gap between expected and current student outcomes is ***not*** identified	The gap between expected and current outcomes is identified,	***and*** The gap between expected and current outcomes is identified, and is associated with academic, behavioral, emotional, and life skills goals	***and*** The gap between expected and current outcomes is identified relative to academic, behavioral, emotional, and life skills goals and is used to identify the appropriate level (tier) of instruction/intervention	
23. Academic, behavioral, emotional, and life skills data	Reasons why students are ***not*** meeting expectations are ***not*** identified	Reasons why students are not meeting expectations are identified	***and*** Data are used to verify the reasons why students are not meeting expectations	***and*** The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	
vention plans		Instructional/intervention plans are developed	***and*** Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented[20]	***and*** Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations	

SAM • Revised September 2021 • Page 7 Updated 4/18/22

STEP 4: Analyze patterns across the six (6) domains and 42 elements, identify high and low SAM ratings



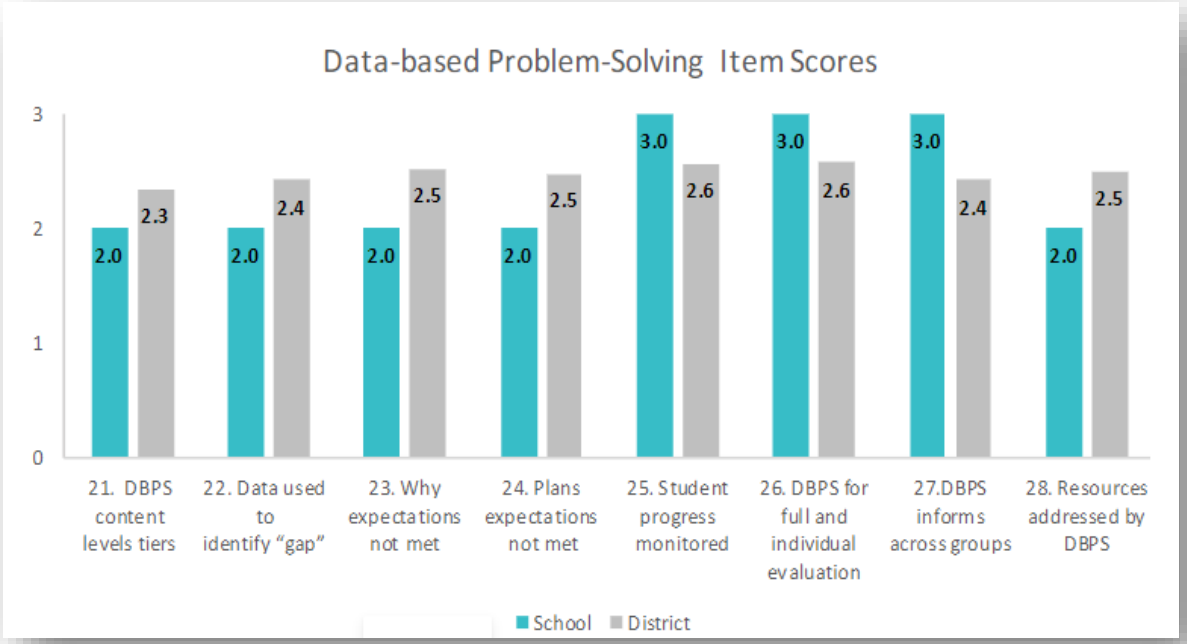
Six (6) Domains



Each domain has specific elements

STEP 5: Select one element within the selected domain

Elements 21-28



Focus on School Level Rating

Review SAM rubric to determine the elements that are most critical for your school when many of the elements within the domain have the same score.

STEP 6: As a team, complete the MTSS Action Plan for each Domain selected by the end of First Quarter SIP timeline

BROWARD County Public Schools

MULTI-TIERED SYSTEM OF SUPPORTS

MTSS Action Plan

Complete the MTSS Action Plan below with your school's Leadership Team using the Self-Assessment of Multi-Tiered System of Supports (SAM) rubric and your school's SAM Report.

School Name: **School Year:** Choose school year.

Principal: **MTSS Coordinator:**

Domain: Choose SAM Domain.

Current domain average:	Choose an item.
Expected domain average:	Choose an item.
Identify and list one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	
Identify early warning indicators and/or student outcome data the team expects to improve based on the selected domain and element.	
List the team members who will support and monitor implementation of the two (2) identified elements.	
Implementation dates:	Start: Choose date. to End: Choose date.

Domain: Choose SAM Domain.

Current domain average:	Choose an item.
Expected domain average:	Choose an item.
Identify and list one (1) element within the selected SAM domain that will enhance MTSS implementation and positively impact student outcomes.	
Use the SAM rubric to briefly describe action steps the team will take to enhance implementation and improve outcomes.	
Identify early warning indicators and/or student outcome data the team expects to improve based on the selected domain and element.	
List the team members who will support and monitor implementation of the two (2) identified elements.	
Implementation dates:	Start: Choose date. to End: Choose date.

Exemplar MTSS Action Plan – Sample 1

Domain: Data-Based Problem-Solving

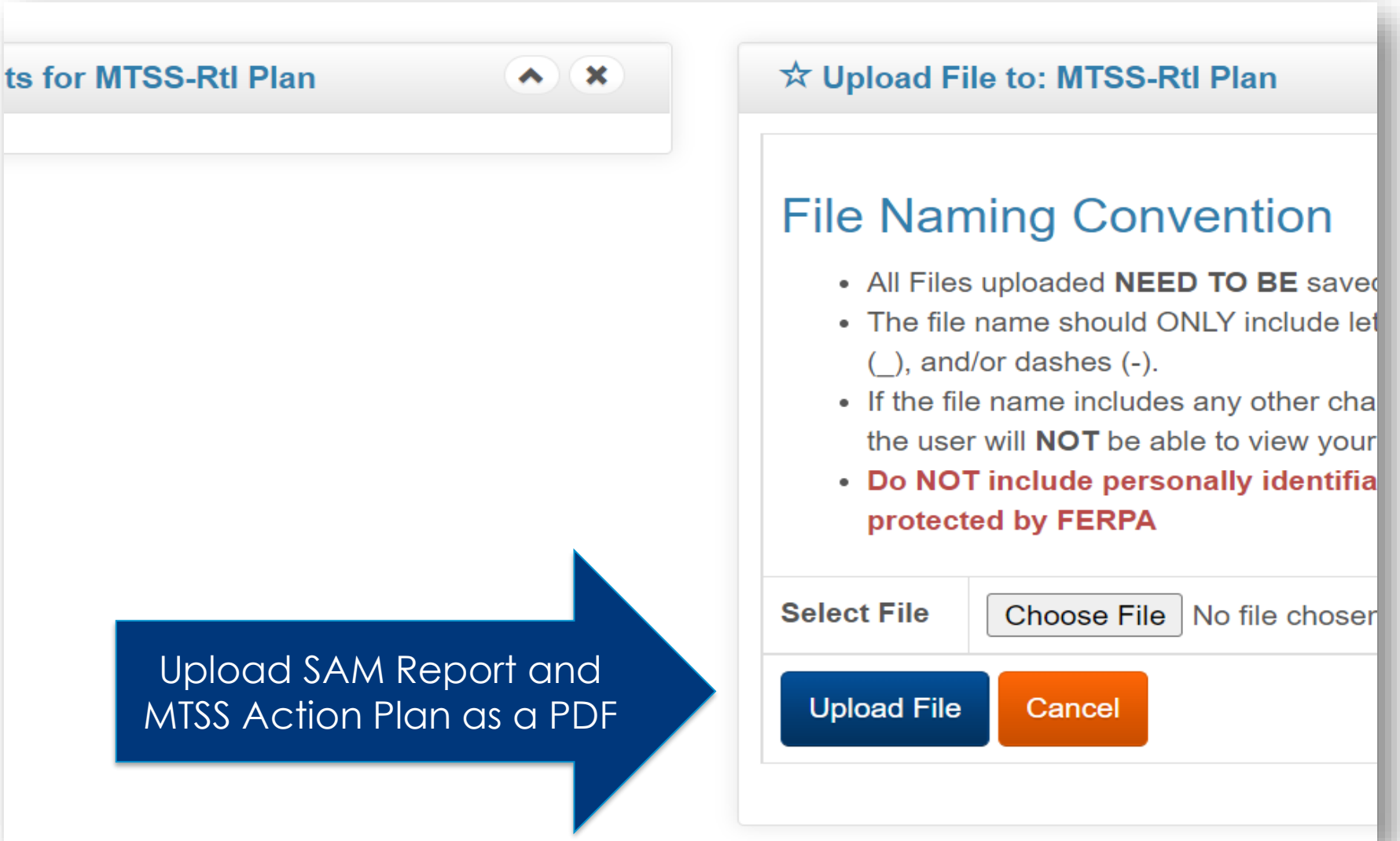
Current domain average:	1.5
Expected domain average:	2.5
Identify and list the two (2) lowest elements within the selected SAM domain that will increase the expected domain average.	▪ Element 21 - Integrated data-based problem solving for student academic, behavior and social emotional outcomes occurs across content areas, grade levels, and tiers. ▪ Element 22 - Across all tiers, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavioral, emotional, and life skills goals.
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	▪ Element 21 – All members of the CPS Team will participate in professional learning for data-based problem-solving to ensure the team uses this approach across content areas, grade levels, and tiers. ▪ Element 22 – The CPS Team will analyze school-wide data across content areas to identify students expected and current levels of performance by grade level. This will ensure students are provided appropriate level of instruction and intervention.
Utilize BASIS to identify early warning indicators and/or student outcomes the school leadership team expects to improve based on the two selected domain and elements.	▪ The CPS team expects an increase in ELA and Math FAST Progress Monitoring scores for all students including SWD and ELLs and improved attendance for students with chronic absences.
List the team members who will support and monitor implementation of the two (2) identified elements.	Bob Jackson, Literacy Coach, Sheena Share, Math Coach, Michael Marvelous, Principal, and Janet Joy, MTSS Coordinator
Implementation dates:	Start: 8/15/2022 to End: 5/26/2023

Exemplar MTSS Action Plan - Sample 2

Domain: Three Tiered Instructional and Intervention Model

Current domain average:	1.0
Expected domain average:	2.0
Identify and list the two (2) lowest elements within the selected SAM domain that will enhance the expected domain average.	▪ Element 30 - Tier 1 academic practices clearly identify learning standards. ▪ Element 31 - Tier 1 behavior practices identify school-wide expectations.
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	▪ Element 30 - The Literacy and Math Coach will clearly define and communicate schoolwide Tier 1 practices aligned to ELA and Math instruction and engagement. ▪ Element 31- Guidance Counselors and Behavior Specialists will clearly identify and communicate schoolwide Tier 1 practices aligned to classroom management.
Utilize BASIS to identify early warning indicators and/or student outcomes the school leadership team expects to improve based on the selected domain and elements.	▪ The CPS team will meet regularly to review schoolwide Tier 1 ELA/Math progress monitoring data. The Literacy and/or Math Coach will support teachers with Tier 1 practices when the data indicates an area of need. ▪ The CPS team will review discipline referrals data and ensure Guidance and Behavior Specialist support teachers with classroom management techniques when data indicates this is an area of concern.
List the team members who will support and monitor implementation of the two (2) identified elements.	Bob Jackson, Literacy Coach, Sheena Share, Math Coach, Michael Marvelous, Principal, and Janet Joy, MTSS Coordinator
Implementation dates:	Start: 8/15/2022 to End: 5/26/2023

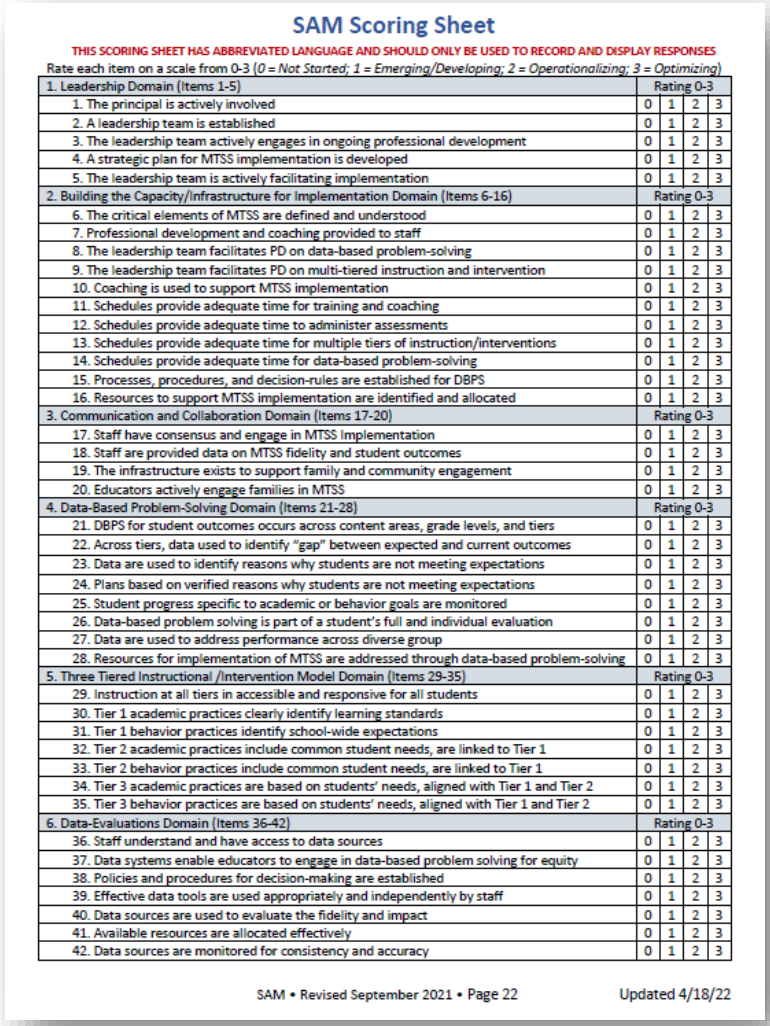
STEP 7: Upload your school's completed MTSS Action Plan and current SAM Report for review and feedback



Steps for schools without a current SAM Report

The School's Leadership Team will:

- review the previous year SAM report (request from MTSS supervisor/instructional facilitator).
- use the SAM assessment rubric and endnotes to complete a new SAM Scoring Sheet.
- ensure each team member completes one (1) independent scoring sheet.
- collaborate to reach consensus and completes one (1) summary scoring sheet.
- use the summary scoring sheet to follow the steps in this presentation to complete your school's MTSS Action Plan.
- upload the completed SAM scoring sheet in the SIP for review and feedback.



SAM Scoring Sheet

THIS SCORING SHEET HAS ABBREVIATED LANGUAGE AND SHOULD ONLY BE USED TO RECORD AND DISPLAY RESPONSES

Rate each item on a scale from 0-3 (*0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing*)

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 21-28)	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-based problem solving is part of a student's full and individual evaluation	0	1	2	3
27. Data are used to address performance across diverse group	0	1	2	3
28. Resources for implementation of MTSS are addressed through data-based problem-solving	0	1	2	3
5. Three Tiered Instructional /Intervention Model Domain (Items 29-35)	Rating 0-3			
29. Instruction at all tiers in accessible and responsive for all students	0	1	2	3
30. Tier 1 academic practices clearly identify learning standards	0	1	2	3
31. Tier 1 behavior practices identify school-wide expectations	0	1	2	3
32. Tier 2 academic practices include common student needs, are linked to Tier 1	0	1	2	3
33. Tier 2 behavior practices include common student needs, are linked to Tier 1	0	1	2	3
34. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
35. 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 36-42)	Rating 0-3			
36. Staff understand and have access to data sources	0	1	2	3
37. Data systems enable educators to engage in data-based problem solving for equity	0	1	2	3
38. Policies and procedures for decision-making are established	0	1	2	3
39. Effective data tools are used appropriately and independently by staff	0	1	2	3
40. Data sources are used to evaluate the fidelity and impact	0	1	2	3
41. Available resources are allocated effectively	0	1	2	3
42. Data sources are monitored for consistency and accuracy	0	1	2	3

SAM • Revised September 2021 • Page 22 Updated 4/18/22

Review Steps to Complete MTSS Action Plan Summary

1. Access the School Improvement Hub – MTSS Section to download resources needed.

2. Access Use this link to access your SAM completed in the Spring of 2023.

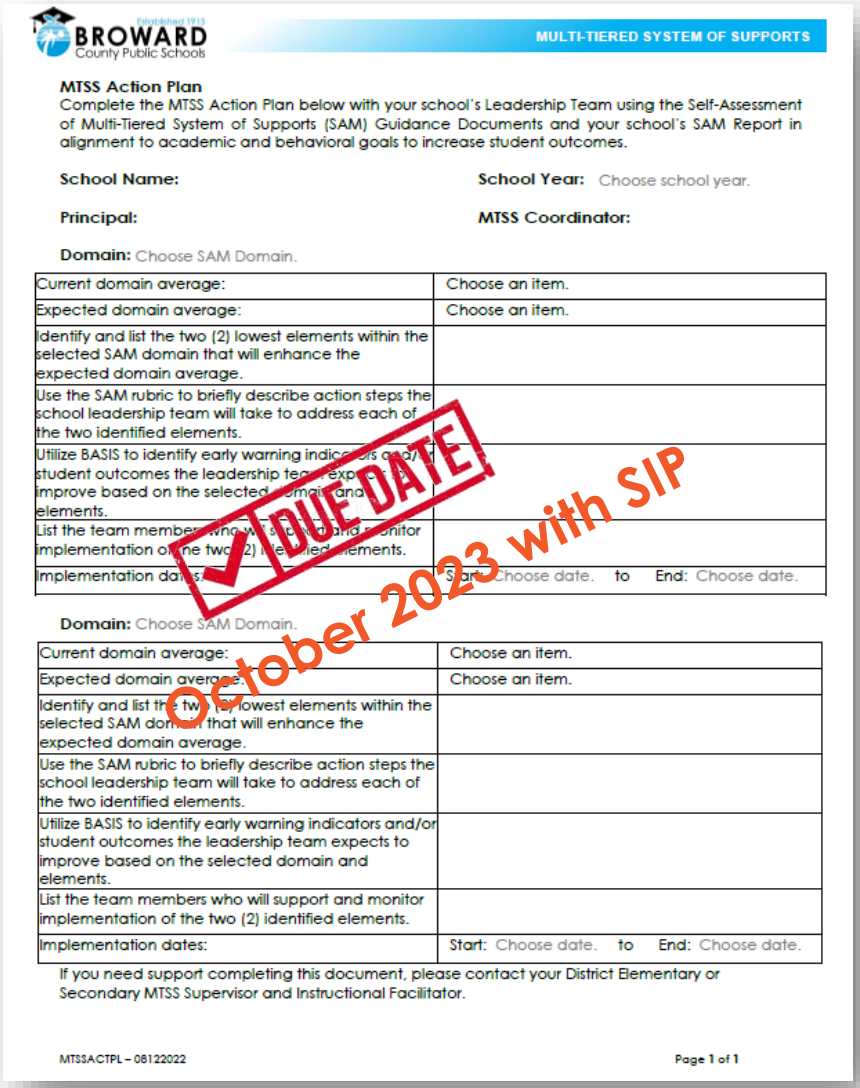
1. With your School Leadership Team, review the SAM rubric, end notes, and guiding questions.

2. Analyze patterns across the six (6) domains and 42 elements, identify high and low SAM ratings.

3. Select two (2) SAM domains and one element within the selected domains that will enhance your school's MTSS implementation for the new school year.

4. Complete the MTSS Action plan for each Domain selected by the end of First Quarter SIP timeline.

5. Upload your school's MTSS Action Plan and SAM Report in your School Improvement Plan Hub for review and feedback.



BROWARD County Public Schools

MULTI-TIERED SYSTEM OF SUPPORTS

MTSS Action Plan

Complete the MTSS Action Plan below with your school's Leadership Team using the Self-Assessment of Multi-Tiered System of Supports (SAM) Guidance Documents and your school's SAM Report in alignment to academic and behavioral goals to increase student outcomes.

School Name: **School Year:** Choose school year.

Principal: **MTSS Coordinator:**

Domain: Choose SAM Domain.

Current domain average:	Choose an item.
Expected domain average:	Choose an item.
Identify and list the two (2) lowest elements within the selected SAM domain that will enhance the expected domain average.	
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	
Utilize BASIS to identify early warning indicators and/or student outcomes the leadership team expects to improve based on the selected domain and elements.	
List the team members who will support and monitor implementation of the two (2) identified elements.	
Implementation dates:	Start: Choose date. to End: Choose date.

DUE DATE

October 2023 with SIP

Domain: Choose SAM Domain.

Current domain average:	Choose an item.
Expected domain average:	Choose an item.
Identify and list the two (2) lowest elements within the selected SAM domain that will enhance the expected domain average.	
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	
Utilize BASIS to identify early warning indicators and/or student outcomes the leadership team expects to improve based on the selected domain and elements.	
List the team members who will support and monitor implementation of the two (2) identified elements.	
Implementation dates:	Start: Choose date. to End: Choose date.

If you need support completing this document, please contact your District Elementary or Secondary MTSS Supervisor and Instructional Facilitator.

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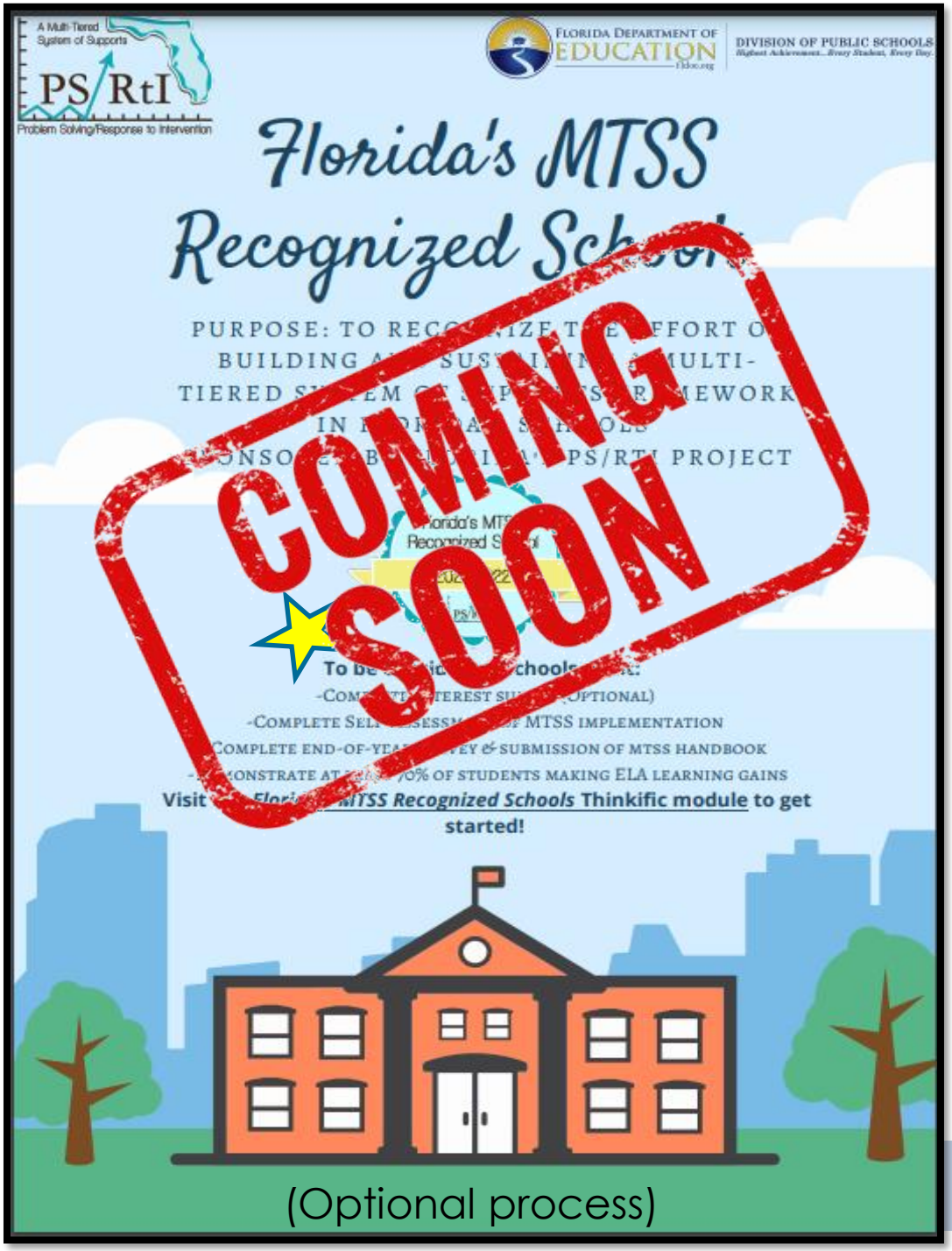


(Optional process)

An introductory module that provides an overview of the Florida's MTSS Recognized Schools Process including a review of the identification criteria and requirements for consideration.

Click Here For Course

2023-2024

Life Skills and Wellness ACTION PLAN (LSW Action Plan)

DISTRICT CONTACT:

Belinda.Daise@browardschools.com/ **Belinda Daise**

CelesteMcgill-Franklin@browardschools.com/ **Celeste McGill-Franklin**

School Counseling Department / Life Skills & Wellness

754-321-1675

School Counseling

Life Skills & Wellness

Completing each Section of your LSW Action Plan

Area		*Step 1:* Self-Evaluation Tool: (Check off the area that applies to your school)	*Step 2:* SMART Goal
SEL Team	☐	1. Our LSW team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	***Set short term (one-year) goal(s) for this area. Use these goals and your rubric scores to determine which areas to prioritize in your action plan. Your goal(s) should include the following components:*** ***S****pecific*- Does each goal clearly state what is to be accomplished? ***M****easurable*- Does it set a standard that will allow the team to know whether or not the goal has been met? ***A****ttainable*- Does the goal seem reachable given where things are now? ***R****elevant*- Is the goal aligned with other school improvement goals? ***T****ime-bound*- Has a timeframe been established for achieving the goal?
	☐	2. Our LSW team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	***Step 3:* Action Steps** ***Create action steps for your SMART Goal based on your priorities.***
	☐	3. Our LSW team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide LSW initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	***Step 4:* Date SMART Goal Accomplished:___**

Self Evaluation

School Self-Evaluation

Points Total: _____	☐	0-15 Beginning Stages
	☐	16-19 Intermediate
	☐	20-24 Advanced

Once you have completed your LSW Action plan, add the number of points given for each section, (1, 2, or 3) to determine your total points. Please do this before submitting your school's LSW Action Plan with your School Improvement Plan.

Questions & Support

Belinda.Daise@browardschools.com/ **Belinda Daise**

CelesteMcgill-Franklin@browardschools.com/ **Celeste McGill-Franklin**

School Counseling Department / Life Skills and Wellness

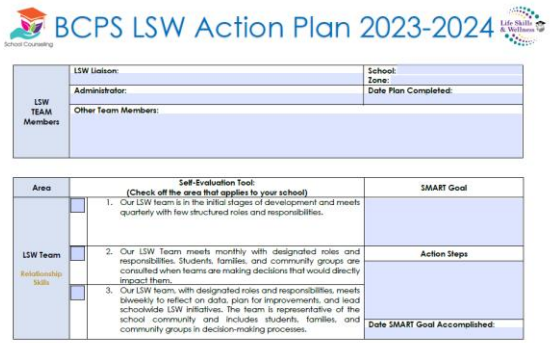
754-321-1675

Delivery of Life Skills and Wellness Action Plan

PURPOSE: Life Skills and Wellness (LSW) provides the foundation for safe and positive instruction and learning environments. As part of the District Strategic Plan and the School Improvement Plan, the LSW initiative promotes whole child centered support services for all, helping students to succeed in academics, postsecondary activities, and life.

Creating the LSW Action Plan: The LSW Action Plan is created/updated each year by the District LSW Team and reviewed and approved by the Principal.

The SIP: The LSW School Liaison should give a PDF copy of the ASCP to the SIP contact to upload to the SIP Plan.



BCPS LSW Action Plan 2023-2024

LSW TEAM Members	LSW Liaison:	School: Zone:
	Administrator:	Date Plan Completed:
	Other Team Members:	

Area	Self-Evaluation Tool: (Check off the area that applies to your school)	SMART Goal
LSW Team Relationship Skills	1. Our LSW team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	
	2. Our LSW Team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	Action Steps
	3. Our LSW team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide LSW initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	Date SMART Goal Accomplished:

What is included in the LSW Action Plan?

- Administrative Collaboration
- LSW Action Team
- Planning/Data
- Shared Vision
- Professional Learning to Strengthen Staff Expertise
- Evidence-Based LSW Programs and Practices
- Student Voice & Engagement
- Systems to Promote Continuous Improvement
- Adult LSW and School Culture
- Self-Evaluation

Contact:

Belinda.Daise@browardschools.com/ **Belinda Daise**
CelesteMcgill-Franklin@browardschools.com/ **Celeste McGill-Franklin**

School-Wide Positive Behavior Plan (SPBP) 2023-2024

District Contact:

Sylvia Beevas, Assistant Director

Amber Jennings, PBIS Specialist

Equity, Diversity & School Climate Department

754-321-3435

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.

Connection to PBIS

Ten Critical Elements of Tier 1 PBIS

SPBP Feedback

Directions to view your SPBP feedback through BCPS Central

Click on the BCPS Central App through the Clever portal or go to https://web01.browardschools.com/ospa/ospa-central2/login.asp

- Log in using PIN number and Password

  (user must have access to the plan from your Principal)
- Click on “View”
- Scroll down
- Locate “School-wide Positive Behavior Plan”
- Click on School Improvement Plan on the left main menu
- Click on the file to view and download your school’s feedback form

Make sure you are in **2023-24** school year in upper right corner

Establish a High Functioning Team

Teams will:

- Meet quarterly at minimum (monthly is best practice)
- 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

Follow the Implementation Plan

Current	☑ Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBP, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☑ PBIS team members review PBIS SharePoint and Canvas materials ☑ Provide SPBP presentation to all staff during Pre-Planning ☑ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☑ Market and post school-wide expectations and location-specific rules ☑ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☑ Identify your district MTSS Instructional Facilitator & PBIS Specialist ☑ (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Confirm **next** quarterly PBIS team meeting date and time
Quarter 1	☑ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☑ Review Implementation plan; check off completed Action Steps ☑ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☑ Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students ☑ Present implementation data, behavior data, team activities and PBIS goals to entire staff ☑ Provide SPBP stakeholder presentation prior to September 30th ☑ Check for staff and teacher understanding of PBIS ☑ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☑ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☑ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☑ Ensure Core Effectiveness Action Steps are being implemented as written ☑ Implement rewards for staff, students, and families ☑ Use PBIS Agenda to analyze behavior data ☐ Complete Big 5 Data template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time

end of qtr. deliverable

Use your Resources

Resources:

- 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 (day, month)**
  - **Reinforcements**
  - **Suspensions**
  - **Tardies**

Use your Resources

Broward

SharePoint PBIS Page:

https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/PBIS.aspx

Canvas: https://browardschools.instructure.com/enroll/PWF673

- In-depth Critical Element videos and resources
- SPBP Lesson Plan samples
- Templates for implementation of each Critical Element

State

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

- PBIS information, forms, webinars, etc.

Connect with your PBIS Specialist

PBIS Specialists

PBIS/Prevention

- Georeane Nigro
- Desiree Montalvo

Teacher Behavior Support Instructional Facilitators

- Nadia Keri
- Karelle Bernard
- Michael Oyefesobi
- Latrice Austin
- Valerie Blackwell
- Keyunta Tyler
- Rekishia Moore-Redding
- Deborah Brunt

Annual School Counseling Plan (ASCP) 2023-2024

District Contact:

Christine Ross, Elementary

Siobhan Murphy, Middle

Rachel Kusher, High

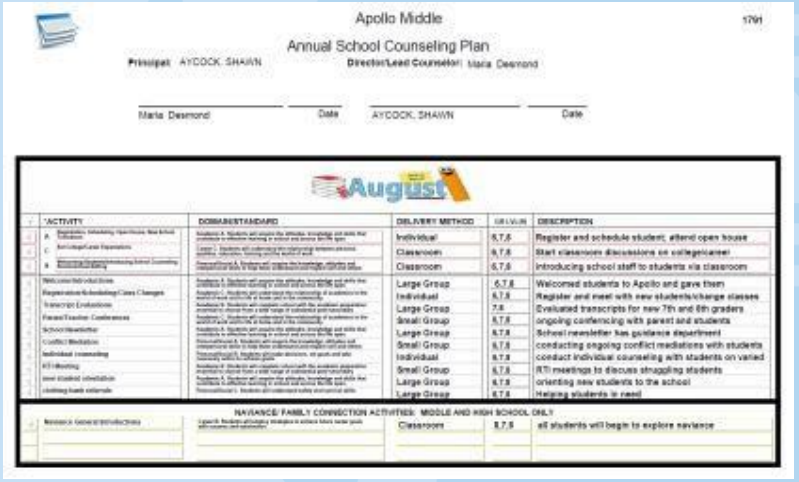
School Counseling Department, 754-321-1675

What is included in the ASCP?

DELIVERY OF SCHOOL COUNSELING SERVICES

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

- **Policy 4000:** All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The ASCP will support the School Improvement Plan and be based upon national school counseling standards.
- **Creating the ASCP:** The ASCP is created/updated each year by the School Counseling team and reviewed and approved by the Principal.
- **The SIP:** The School Counseling Director should give a PDF copy of the ASCP to the SIP contact to upload to the SIP Plan.


Apollo Middle

Annual School Counseling Plan

August

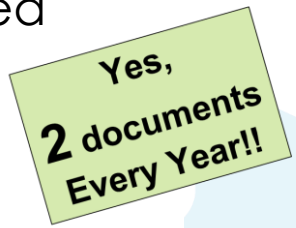
Best Practices for Inclusive Education (BPIE) Plan 2023-2024

District Contact:

Sabrina Sheib, 754-321-1675

BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

3. Complete the *School BPIE Annual Plan for SIP* – which prioritized indicators are the focus for actions THIS School year?



then UPLOAD **TWO** DOCUMENTS…..

4. Upload the *School BPIE Annual Plan for SIP* (***save as PDF***)

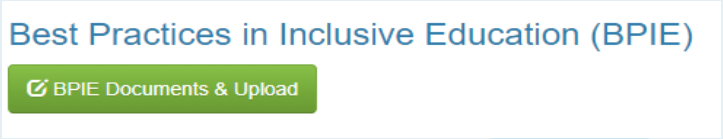
5. Upload the *School BPIE Self-Assessment* (most current assessment)

Not sure how to locate this document?
Contact FIN Administration at: lsi-finadmin@fsu.edu

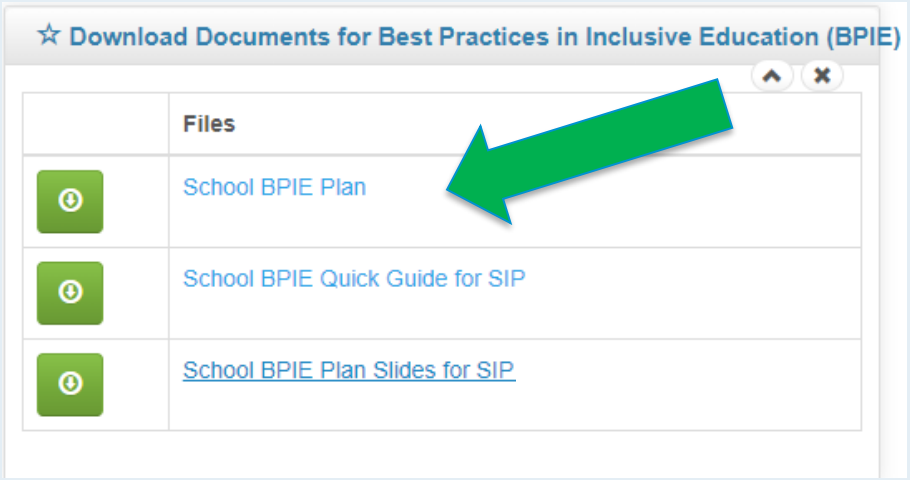
Questions?? Contact Sabrina Sheib, ESE Director, Curriculum, via outlook email sabrina.sheib@browardschools.com or by phone 754-321-3435

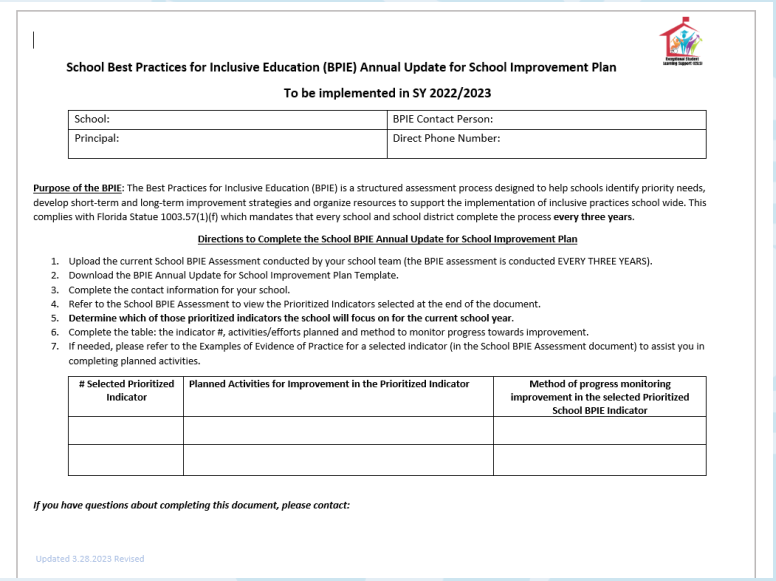
BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

1. Click on the BPIE Documents Tab



2. Download the 'School BPIE Annual Plan for SIP'





School Best Practices for Inclusive Education (BPIE) Annual Update for School Improvement Plan

To be implemented in SY 2022/2023

School:	BPIE Contact Person:
Principal:	Direct Phone Number:

Purpose of the BPIE: The Best Practices for Inclusive Education (BPIE) is a structured assessment process designed to help schools identify priority needs, develop short-term and long-term improvement strategies and organize resources to support the implementation of inclusive practices school wide. This complies with Florida Statue 1003.57(1)(f) which mandates that every school and school district complete the process **every three years**.

Directions to Complete the School BPIE Annual Update for School Improvement Plan

1. Upload the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted EVERY THREE YEARS).
2. Download the BPIE Annual Update for School Improvement Plan Template.
3. Complete the contact information for your school.
4. Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
5. **Determine which of those prioritized indicators the school will focus on for the current school year.**
6. Complete the table: the indicator #, activities/efforts planned and method to monitor progress towards improvement.
7. If needed, please refer to the Examples of Evidence of Practice for a selected indicator (in the School BPIE Assessment document) to assist you in completing planned activities.

# Selected Prioritized Indicator	Planned Activities for Improvement in the Prioritized Indicator	Method of progress monitoring improvement in the selected Prioritized School BPIE Indicator

If you have questions about completing this document, please contact:

Updated 3.28.2023 Revised

TITLE 1 COMPLIANCE 2023-2024

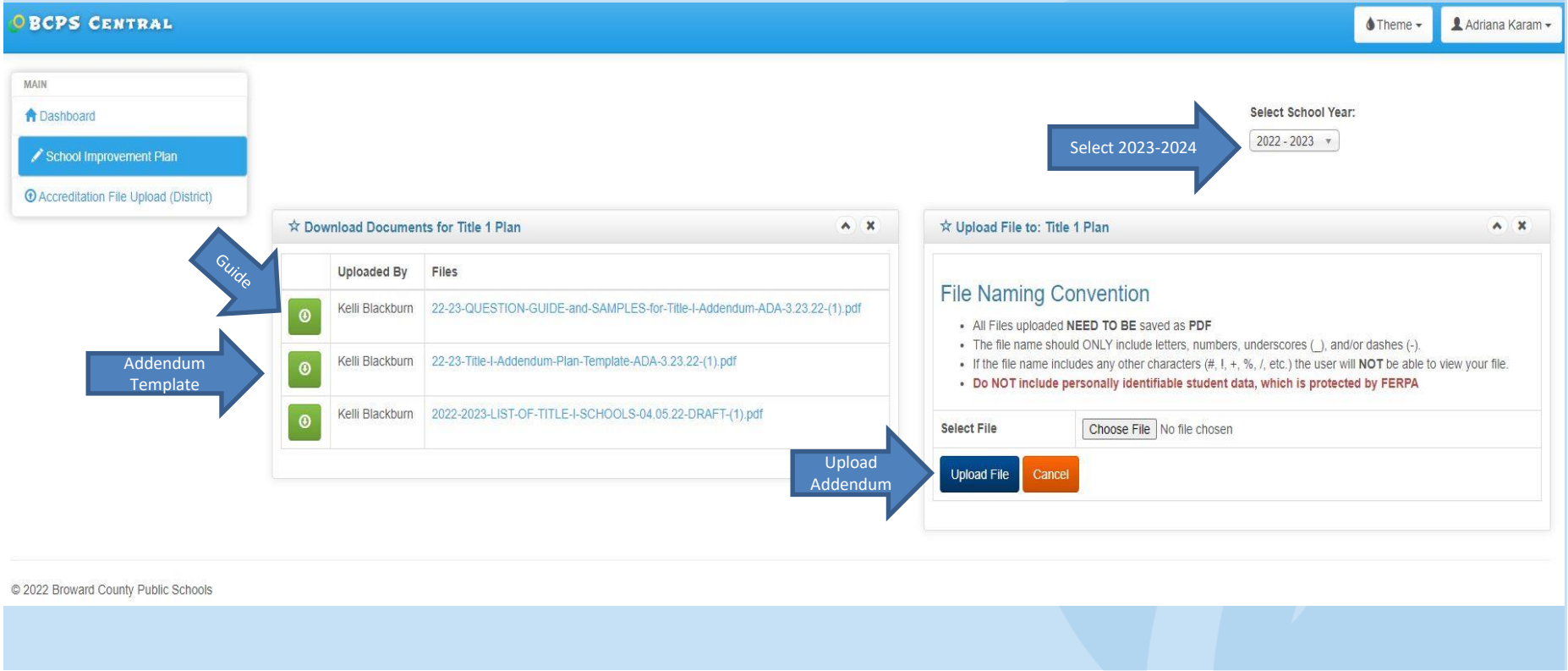
DISTRICT CONTACT:

Title 1, Migrant & Special Programs: 754-321-1400

2023-2024 TITLE I SIP/ADDENDUM REQUIREMENT

ALL TITLE I SCHOOLS:

ESSA category schools (CSI, TSI, ATSI, and RAISE) and **Non-ESSA schools** must complete the Title I Addendum Plan in BCPS Central for the 2023-2024 school year.



TITLE I FEEDBACK- Uploaded in BCPS CENTRAL

- **Title I Feedback Form -** Will be uploaded in BCPS Central by your assigned Title I Program Specialist. Reviews will continue until you receive an approved feedback form.

Broward County Public Schools
Title I, Migrant and Special Programs Department
2020 - 2021 Title I Addendum Review

School Name: Location #: Review Date:	Complete	Incomplete/ Needs Revision	Supervisor Comments
1. Comprehensive Needs Assessment			
2. Strategies to attract high-quality, highly qualified teachers			
3. Title I, Part A fund use			
4. Title I, Part C (Migrant)			
5. Title I, Part D (Neglected, Delinquent)			
6. Title II, (Professional Development)			
7. Title III, (ESOL)			
8. Title IX (Homeless)			
9. Supplemental Academic Instruction (SAI)			
10. Violence Prevention			
11. Nutritional Program			
12. Housing Program			
13. Head Start			
14. Adult Education			
15. Career and Technical Education			
16. Job Training			
17. Pre-School Transition/ Middle School Orientation			
18. Professional Development Plan (*Only Title I Schools with Professional Development allocation in their budget*)			
Approved!			Revision(s) needed!

Title I Addendum

Title I Addendum

File Name	File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date	
Mirror-Lake-Elem.-Title-I-Addendum.pdf		9/22/2019	Adriana Karam	10/23/2019	
Mirror-Lake-ES---Title-I-Addendum-Review-19-20-(2).pdf	Adriana Karam	10/23/2019	Adriana Karam	10/23/2019	

TITLE I ADDENDUM – 18 AREAS

1. School Needs Assessment	7. Title II (ESOL)	13. Head Start
2. Strategies to attract qualified teachers	8. Title IX (Homeless)	14. Adult Education
3. Title I Part A fund use	9. Supplemental Academic Instruction (SAI)	15. Career and Technical Education
4. Title I Part C (Migrant)	10. Violence Prevention	16. Job Training
5. Title I Part D (Neglected and Delinquent)	11. Nutrition Program	17. Pre-School Transition/Middle School Orientation
6. Title II (Professional Development)	12. Housing Program	18. Professional Development Plan **(Chart of specifics)**

Title I Addendum
Best Practice

- Title I Addendum sample responses are within your BCPS Central site OR within the Title I eBinder.
- Be sure that you include your administrative or SIP Team for guidance in completing the Title I Addendum.
- Complete ***ALL*** *18 areas*; no blank answers or N/A responses. Indicate if the program/service is applicable or not to your school in a complete statement. *EX: "For the 23-24 school year, this program is not offered at…"*
- Refer to other in-house school plans for consistency/alignment (i.e. Title I Budgets, PFEP, FACE, SPBP).
- The Professional Development Plan should include funding source and amounts ($$$). Title I PD budget plan is included in your Title I eBinder.

Your School's Title I Addendum must be completed at the same time as your other required district plans.

Follow 23-24 BCPS SIP deadline - September 22, 2023

For Title I compliance, your approved SIP and Title I Addendum Plan (with approved feedback form) are to be uploaded to your Title I eBinder - compliance item B1 by October 27, 2023, (Title I Checklist deadline).

SAC Chair and Admin. Team - please assist your school assigned Title I Liaison with the completion and upload of the Addendum.

Equity Plan 2023-2024

DISTRICT CONTACT:

Tom Albano @ 754-321-1600
DiversityTeam@BrowardSchools.com

The School Wide Equity Plan

2023- 2024 School Wide Equity Plan

An equitable school provides the climate, process, and content which enables students and staff to perform at their highest level. An equitable school ensures successful outcomes by providing equitable resources, employing appropriate strategies for each student, and eliminating barriers to opportunity. The equitable school:

- Has a clear mission committed to equitable access, processes, treatment, and positive outcomes for all students, regardless of race, gender, national origin, sexual orientation, disability, or socioeconomic status.
- Provides an inclusive visual environment – halls, displays, and classrooms exhibit pictures and information about diverse students and cultures.
- Reflects and works in collaboration with the various socioeconomic, racial, ethnic, language, gender, and disability groups within the school community.
- Works in partnership with parents, the business community, and civic and community organizations to enrich the curriculum, provide consistently high expectations for all students, and develop support and opportunities for all students.

Completion led by the Equity Liaison	Pages 2-6 Equity Audit	Pages 7-8 Equity Plan of Action

Equity Audit

SECTION 1: SCHOOL ORGANIZATION/ADMINISTRATION Criteria/ Questions	No	Yes	Needs Attn.
1. Are school administrator(s) able to identify equity issues, and trained to provide leadership in developing alternative strategies to achieve excellence and equity among staff and students?			
2. Is there a team or advisory committee that coordinates school improvement and assures equity compliance in all phases of school management?			
3. Have interpreters been identified for the varied languages present in the school community?			
4. Are enrollments monitored in special education and gifted and talented programs for disproportionate representation of one racial or ethnic group or by gender?			
5. Is data regularly collected, disaggregated, and analyzed in the following areas and by different racial/ethnic/ gender groups? (check all which apply) _____ Course level enrollment _____ Grade point average/ achievement scores _____ Standardized test scores _____ Student discipline, suspensions, and expulsions _____ Cross cultural friction and harassment			

Provides a snapshot of 6-areas.

Should be completed as part of a discussion.

Used to guide the creation of the Equity Plan of Action.

Equity Plan of Action

Equity Action Plan Template*		
Develop and record SMART goals and action steps based on information from your Equity Audit to support three areas of focus: ***Student Learning and Achievement, Student Behavior and Discipline, and Student Engagement.*** All goals and action steps should support and improve equitable practices while promoting student achievement. Please use the District Attendance Dashboard and FAST PM Performance and Participation Dashboard available on the Research, Evaluation, and Accountability Sharepoint, as well as data sets available in BASIS to construct your SMART goals. For support, please reach out to your Equity Advisor or the Diversity Team via email to DiversityTeam@browardschools.com.		
Focus Area	**Goals and Action Steps**	**1. How will you evaluate the effectiveness of your action steps?** **2. What baseline data will you use?**
Student Learning and Achievement	**SMART Goal:**	1.
	Action Steps:	2.
Student Behavior and Discipline	**SMART Goal:**	1.
	Action Steps:	2.
Student Engagement	**SMART Goal:**	1.
	Action Steps:	2.

DiversityTeam@BrowardSchools.com

754-321-1600

Family Engagement and Community Engagement (FACE) 2023-2024

DISTRICT CONTACT:

Sophia Cariveau Instructional Facilitator and

Nadia J. Clarke, Assistant Director

Office of Family and Community Engagement

face@browardschools.com

FACE Plan in SIP
Engagement Goal

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

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

Strategy #1

Review customer service expectations with staff.

Complete *Customer Service* handout

- Identify a positive interaction in which good customer service is demonstrated. Elaborate on the positive features of the interaction.

- Identify an interaction that could have been handled differently. Elaborate on the scenario and discuss what will be done to improve such interactions in the future.

Strategy #2

Coordinate opportunities for organizations to provide relevant support to families and communities, and/or fill capacity gaps at the District.

Complete *Programs and Services* handout

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

Strategy #3

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

Complete *Cultural Awareness* handout

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

Strategy #4

Continue the "Catch Them Being Great" program recognizing individuals supporting a positive environment/culture in your school.

Complete *Catch them Being Great* handout.

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

Strategy #5

Support Resiliency in Families

- Share resiliency resources with families.
- Provide education and support on resiliency to family.

Information can be found at School Counseling / Life Skills and Wellness (browardschools.com)

Attendance Plan 2023-2024

District Contact:

Ascellia Arenas, Coordinator

Student Services: 754-321-1623

SIP Attendance Plan for 2022/23

Each BCPS school, including center schools, must submit an attendance plan in the SIP.

2022-2027 Strategic Plan

Accountability-The Superintendent may not allow the District to operate without an accountability system for policy implementation that includes expectations, evaluation, transparency, and continuous improvement.

Important things to know before deadline Friday, September 8, 2023:

a) Data will be provided by the District AFTER the completion of the school year. We expect the data to be ready by July 1 in the District SIP in BCPA Central V2.0.

b) Goals will be written for each school by the District Attendance Office. School staff will copy & paste the pre-approved goals.

c) Templates will be updated to include changes in practice due to the COVID-19 pandemic.

d) The Attendance Program expects to provide resources for the completion of this plan by July 1, 2023. Until then, staff are encouraged to complete other plans that are not dependent on this attendance data.

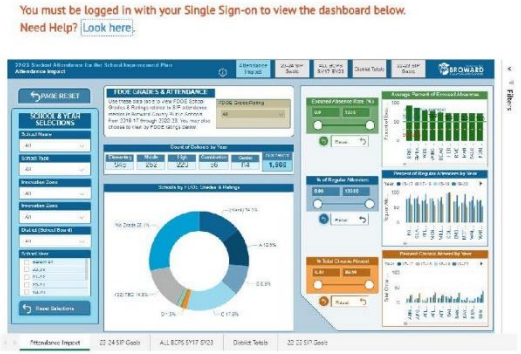
Attendance Plan: Steps to Completion and Approval

Directions:

SIP ATTENDANCE PLAN

Each school's SIP Attendance Plan will be submitted by a staff member identified by the principal or their designee.

The dashboard found in the 23-24 Mandatory Attendance Courses, in LAB, has pages that you can view by selecting the name of the page at the bottom of the dashboard.



Next, select your School and access all the attendance data needed for you to complete the SIP plan.

The dashboard contains multiple categories that you can continue to reference throughout the school year.

Attendance Categories: All schools, Regions, and school levels from 2016/17 through 2022/23. Displays the number and percent of students in each attendance category based on your selections.

Attendance Correlations: Using prior year data, adjust the sliders to attendance benchmark numbers (50% excused absences, 65% regular attenders, 15% chronic absenteeism). See how overall school letter grades look as you change the sliders. The most recent year with school letter grades was 2022/23.

SIP Goals: Each school's goals are pre-written for staff to copy & paste into the Attendance Plan.

The Attendance Office analyzes all school data to provide SMART goals. the approved plan must be submitted as a PDF, please see the form in the appendix. Additional directions will be uploaded to BCPS CENTRAL.

BROWARD County Public Schools

2023/24 Attendance Plan
School Improvement Plan (SIP)
SCHOOL NAME (####) ← **Enter 4-digit school number**, then delete this red text

This Attendance Plan takes a team approach to ensuring that students have a welcoming and supportive educational environment. This plan identifies school-based team members, SMART Goals, foundational supports, and 3 Tiers of interventions and support to help promote and improve student attendance.

Tiered strategies and interventions include these **5 core ingredients:**

A. Monitor Data
B. Engage Students and Families
C. Recognize Good and Improved Attendance
D. Provide Personalized Outreach
E. Remove Barriers

Attendance Team		
	Student	Varies by student
	Parent	
	Position	**Name**
1	**Teacher**	Varies by student
2	**Principal**	
3	**Assistant Principal**	
4	**Attendance Clerk**	
5	**School Counselor(s)**	
6	**ESE Specialist**	
7	**School Nurse**	
8	**School Social Worker(s)**	
9	**Other** (Optional)	

Attendance Goals	
Goal 1: Excused Absence Rate	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.
Goal 2: Students with Attendance Above 90%	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.
Goal 3: Total Chronic Absenteeism	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.
Goal 4: Severe Chronic Absenteeism	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.

☆ Upload File to: Attendance Plan

File Naming Convention:

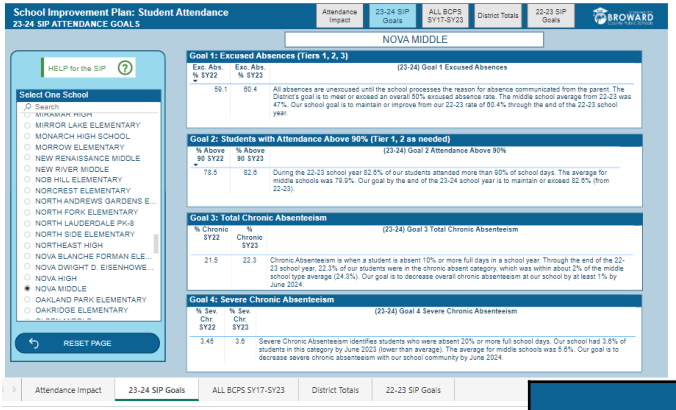
- All Files uploaded **NEED TO BE** saved as **PDF**
- The file name should ONLY include letters, numbers, underscores (_), and/or dashes (-).
- If the file name includes any other characters (#, !, +, %, /, etc.) the user will **NOT** be able to view your file.
- **Do NOT include personally identifiable student data, which is protected by FERPA**

Select File | Choose File | No file chosen

Upload File | Cancel

Completing The 2023/24 Attendance Plan Worksheet

Use the Mandatory Attendance Canvas Course Dashboard--Each school's goals are pre-written for staff to copy & paste into the Attendance Plan. The Attendance Office analyzes all school data to provide SMART goals. An administrator will work with the staff member responsible for the Attendance Plan. This Dashboard can be found in the Mandatory Attendance Course for Administrators or Teachers in section 4.4 SIP Attendance Dashboard.



Copy & paste the populated data from the SIP Attendance Dashboard to the 2022/23 Attendance Plan Worksheet

Attendance Goals	
Goal 1: Excused Absence Rate	Copy & paste the goal here (from the dashboard in the Mandatory Attendance Training 23-24, available July 1, 2023). Change font color to black.
Goal 2: Students with Attendance Above 90%	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Change font color to black.
Goal 3: Total Chronic Absenteeism	Copy & paste the goal here (from the dashboard in the Mandatory Attendance Training 23-24). Change font color to black.
Goal 4: Severe Chronic Absenteeism	Copy & paste the goal here (from the dashboard in the Mandatory Attendance Training 23-24). Change font color to black.

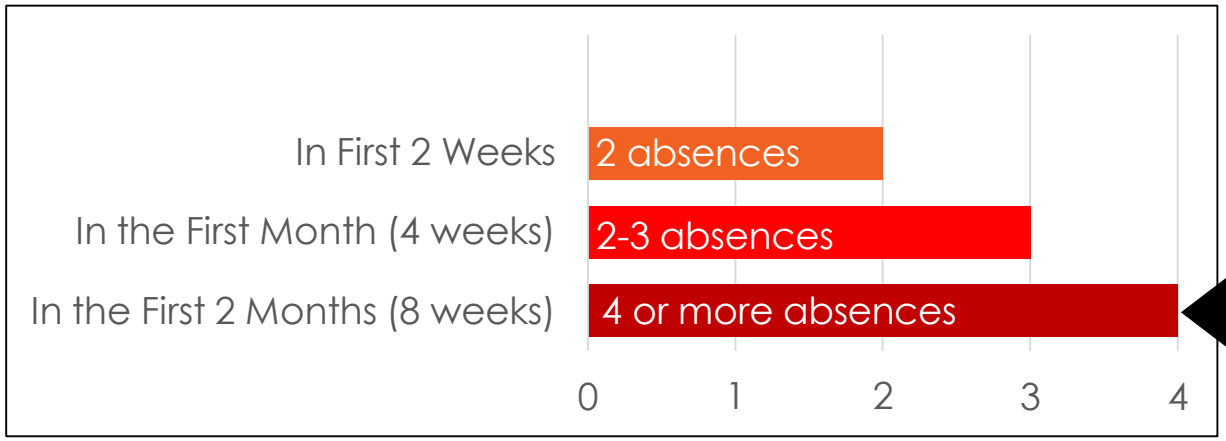
Addressing Chronic Absenteeism to Improve Student Outcomes

Chronic Absenteeism: Absent 10% or more full school days, *including excused absences, unexcused absences, and external suspensions*.

Attendance less than 90% of school days is a metric embedded in the District's Early Warning System. This helps staff identify families who may need additional support and interventions to overcome barriers to regular attendance.

Identifying students to provide successful early interventions:

- ✓ Chronic absence from prior years
- ✓ Starting from the beginning of the school year, use the table below:



Absent 10% or more days any time after the first 8 weeks.

8. SCHOOL IMPROVEMENT TEAM SUPPORT

Partnering with our schools to align the daily work of improving teaching and learning with an ongoing, supportive and collaborative process of increased continuous improvement and success.

UPCOMING

SCHOOL IMPROVEMENT

SCHOOL IMPROVEMENT (SI) MEETINGS FOR THE 2023-2024 SCHOOL YEAR

Quarter 1 Virtual Meetings

**A representative from your school, SAC Chair, SAF Chair, Administrators, etc., should attend one of the AM or PM sessions below.*

Click Here to Join the Quarterly Meeting

Wednesday, September 13, 2023	Thursday, September 14, 2023	Friday, September 15, 2023
AM Session All Regions *9:00 am - 11:00 am*	AM Session All Regions *9:00 am - 11:00 am*	AM Session All Regions *9:00 am - 11:00 am*
PM Session All Regions *12:00 pm - 2:00 pm*	PM Session All Regions *12:00 pm - 2:00 pm*	PM Session All Regions *12:00 pm - 2:00 pm*

Open Labs and Mini Labs

Open Labs and Mini Labs are optional support sessions available for SAC Chairs, Co-Chairs, and Administrators to discuss and ask questions about topics related to School Improvement & SAC.

Quarter 1 | SI Plans (SIP) | SAC and SAF Meetings & Bylaws | SAC Composition | SAC Uploads | New Waivers

LAB DATES	SESSION	LINKS *(click icon)*
Thursday, August 31, 2023 9:00 am – 11:00 am 1:00 pm – 3:00 pm	**OPEN LAB *Q & A Session:*** *Pop in any time with your School Improvement questions.*	OPEN LAB
Tuesday, September 19, 2023 9:00 am – 11:00 am 1:00 pm – 3:00 pm	**OPEN LAB *Q & A Session:*** *Pop in any time with your School Improvement questions.* ***(FLDOE plan "revisions" are due Friday, September 22, 2023)***	OPEN LAB
Thursday, Sep[illegible]023 2:[illegible] Cancelled OR Tuesday, October 10, 2023 2:00 pm – 3:30 pm	**Train-the-Trainer Session for SAC Chairs and Co-Chairs** Topic: School-based SAC Operations and Responsibilities This session is provided for SAC Chairs/Co-Chairs to use to train their SAC Committee on the operations, roles and responsibilities of SAC. *You will receive the training PowerPoint to train your SAC Committee.	SAC Chairs
Tuesday, October 3, 2023 9:00 am – 11:00 am 1:00 pm – 3:00 pm	**OPEN LAB *Q & A Session:*** *Pop in any time with your School Improvement questions.*	OPEN LAB
Tuesday, October 17, 2023 2:30 pm – 3:30 pm	**MINI LAB Topics:** • SAC Upload Center Requirements • Florida School Recognition Program (A+ Funds) Overview *(if applicable)* • New Waivers *(Process/Database)*	MINI LAB

MEETINGS

Q&A
You have Questions
We have Answers

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Email or Call (754) 321-2500 and Visit our School Improvement Website

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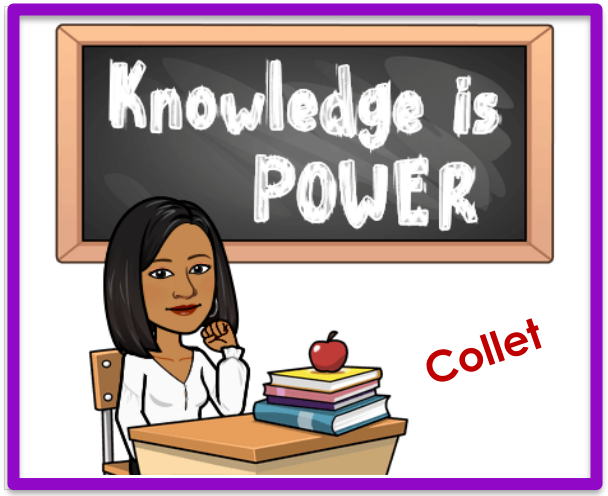

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