SCHOOL IMPROVEMENT INFORMATION GUIDE
Quarter 1   2020 – 2021

This guide was created to provide schools with all the SIP information needed for the first quarter of the 2020 -2021 school year. We are available to provide as much support as needed to support schools as they work through the school improvement process. Please do not hesitate to reach out to us for assistance.

Office of Service Quality 754-321-3636

Established 1915

BROWARD
County Public Schools

SCHOOL IMPROVEMENT TEAMS FOR

CARING

PRESENTATION TOPICS

1. **SCHOOL IMPROVEMENT UPDATES**

2. **CONDUCTING SAC MEETINGS VIRTUALLY**

3. **DISTRICT PLANS IN THE BCPS SIP**

4. **FLDOE SIP REQUIREMENTS FOR SI & ESSA SCHOOLS**

5. **WRITING SMART GOALS TO ALIGN WITH DATA**

6. **SIP SUPPORT FOR 2020-2021**

1. SCHOOL IMPROVEMENT UPDATES

SCHOOL IMPROVEMENT DATES/DEADLINES

SCHOOL IMPROVEMENT DATES/DEADLINES FOR THE 2020-2021 SCHOOL YEAR

Event Date/Deadline	Event/Document
August 24, 2020	**SIP Information for Quarter 1 - Power Point posted on https://www.browardschools.com/Page/35378** Topics: School Improvement Plan Information, SAC Composition, SAC Bylaws, eProve Survey Results, SIP Closeout, New Waivers, District Plans within the BCPS SIP, Title I Addendum, SAC Policy Compliance and Conducting Virtual SAC Meetings
September 11, 2020	**Input Results of 2019-2020 SIP** Enter results of goals and strategies in OSPA Central V2.0
October 2, 2020	**SIP Completed in OSPA Central 2.0** Upload SAC, RtI, PLC Meeting Dates, and complete entire SIP Template on OSPA Central: FLDOE SIP, Title I Addendum and all District Department Plans
October 16, 2020	**SAC Composition Report & SAC Bylaws** Completed and Uploaded in OSPA Central V2.0
October 19, 2020	**SIP Information Session for Quarter 2 - Power Point posted on https://www.browardschools.com/Page/35378** Topics: Monitoring SIP, SAC Meeting Structure utilizing Roberts Rules of Order & Sunshine Law, A+ Process, Continuation Waivers and Mid-Year Reflection
November 13, 2020	**Intent to Apply Waiver Form** Must be submitted by schools applying for a new waiver or schools that have a waiver ending in 2020-2021 that stakeholders wish to continue
January 11, 2021	**SIP Information for Quarter 3 - Power Point posted on https://www.browardschools.com/Page/35378** Topics: Customer Survey 2020 Procedures, Monitoring SIP, Review of SAC Upload Documents, Continuation Waiver Requirements, and SIP Planning for 2020-2021.
January 22, 2021	**Mid-Year Reflection** Completed with the Leadership Team, reviewed with SAC, and uploaded in the SAC Upload section on the BCPS SIP. DA (now called School Improvement) Schools and SIG Schools must enter information in the FLDOE SIP located of Florida CIMS.
February 5, 2021	**New Waiver Applications** Completed in the Waiver Database and signed copies submitted to Office of Service Quality for approval.
March 1, 2021 - April 30, 2021	**BCPS Customer Survey: Cognia eProve Survey** Online survey for all stakeholders with completion rate targets of 20% for parents, 40% for students and 60% for teachers
March 29, 2021	**SIP Information for Quarter 4 - Power Point posted on https://www.browardschools.com/Page/35378** Topics: School Improvement Planning for 2021-2022, Writing SIP Goals, Organization and Elections of SAC & SAF for next school year
April 23, 2021	**Continuation Waivers Updated Applications** All documentation required for continuation of a waiver completed & uploaded

A+ RECOGNITION FUND

PER THE FLDOE, THERE WILL NOT BE ANY A+ SCHOOL RECOGNITION FUNDS DISSEMENATED TO SCHOOLS DURING THE 2020-2021 SCHOOL YEAR BECAUSE THE FSA WAS NOT ADMINISTERED IN 2019-2020.

ADVANC-ED HAS CHANGED

AdvancED and Measured Progress are now **cognia**™

You will be redirected to Cognia.org.

Cognia.org

ALL SCHOOL IMPROVEMENT INFO

Located on the Office of School Performance and Accountability (OSPA) website, under the Office of Service Quality (OSQ)

https://www.browardschools.com/site/Default.aspx?PageID=34522

- **All Training Power Point Presentations Posted**
- **View any school's School Improvement Plan**
- **Access SAC & SIP Information**
- **A+ Recognition Fund Process Guidelines**
- **Waiver Application and Intent to Apply Form**
- **Log on to OSPA Central 2.0 to access SIP template**
- **Customer Survey Reports Available**

SAC & SAF POLICY

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

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

SAF: SBBC POLICY 1.3 SCHOOL ADVISORY FORUM:

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

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

HOW DOES *SAC* RELATE TO *SAF*?

School Advisory Council (SAC)

Mandated by School Board Policy

Main purpose is increasing student achievement through school improvement

SAC Chair(s) can be Employee(s) and/or parent

School Advisory Forum (SAF)

Mandated by School Board Policy

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

MUST be a parent

SAF Chair is a SAC voting member

SBBC Policy 1403: In addition to regularly scheduled SAC meetings, joint meetings shall be held semi-annually with the School Advisory Forum (SAF)

SBBC SAC BYLAWS

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) 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.

SBBC SAC BYLAWS

ARTICLE III. MEMBERSHIP (CONTINUED)

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

If the elected team is not representative of the school community, as determined by the Principal and/or the Chief School Performance & Accountability Officer, 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.

SBBC SAC BYLAWS

ARTICLE III. MEMBERSHIP (CONTINUED)

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 or two 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.

REVIEW SAC BYLAWS NOW

- **School Advisory councils need to review their Bylaws annually and revise them using the SAC Bylaws Template.**

- **Once the Bylaws have been revised and approved by SAC, they need to be submitted through the SAC Documentation Upload Center on the BCPS SIP.**

- **Schools are also expected to post their SAC Bylaws on their website, maintain a hard copy of their annual SAC Bylaws in the school's main office and ensure that they are available for anyone who may wish to see them.**

SECTIONS FOR REVISION

➢ <u>Article III - Section 3.</u> Length of Term: Members of the School Advisory Council shall be elected for (ONE, TWO, Or THREE) year term(s)

➢ <u>Article IV - Section 1.</u> Officers of this committee will consist of (A CHAIRPERSON, C0-CHAIRPERSONS) and secretary.

➢ <u>Article IV - Section 2.</u> The officers shall be elected annually at the (AUGUST, SEPTEMBER, OCTOBER, APRIL, MAY, JUNE) meeting.

➢ <u>Article IV - Section 3</u>. Installation of new officers will be held at the (FIRST, SECOND) meeting of the school year

RECRUITING SAC MEMBERS

BEST PRACTICES:

➢ **Advertise positions with full name: School Advisory Council.**

➢ **Make sure stakeholders are aware of the purpose of the School Advisory Council.**

➢ **Discuss recruiting new members at a SAC meeting.**

➢ **Consider changing meeting times to be most convenient for increased participation.**

➢ **Ask stakeholders what topics they would like to see addressed at future meetings.**

MAKE SAC PURPOSE CLEAR

The role of the SAC is to facilitate the development & monitor progress of the SIP:

- Each SAC shall actively participate in the preparation of the school's annual budget and plan (*F.S.C. 1001.452*).

- The SAC chairperson shall sign the school budget when it is submitted for district budget preparation as an indication of SAC participation.

- A portion of fund provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the School Improvement Plan.

- SACs will operate using established administrative guidelines, as determined by the Superintendent.

OFFICE OF SERVICE QUALITY   754-321-3636

ADVERTISE SAC POSITIONS

SAC positions for parents can be listed on all forms of communication utilized by the school, especially the school website:

MANDATORY SAC POSITIONS FOR PARENTS

- Parents representatives
- Innovation Zone representative (must be a parent elected after SAC is formed)
- SAF Chairperson (or designee – must be a parent)
- ESOL representative (must be a parent of a student an ELL student)
- ESE representative (must be a parent of an ESE student)
- Gifted representative (must be a parent of a Gifted student at the school)
- Pre-K (if applicable - parent or certified teacher)

SAC COMPOSITION GUIDE

SAC COMPOSITION REPORT GUIDE - **https://www.browardschools.com/Page/35320**

The SAC Composition Report provides schools a summary of their membership to assure compliance with School Board Policy and Florida Law.

- Part I is the SAC Members Employment Status. In alignment with School Board Policy and Florida Law, the SAC Membership must be a minimum of 51% non-School Board employees.

- Part II is the required SAC positions. There must be a minimum of 1 representative for each group as described. One person cannot hold multiple positions.

- Part III is the Race/Ethnicity Percentages Versus School Demographics. The School's Demographics data is provided to ETS by the Demographics & Student Assignments Department after the 10th day of each school year. The acceptable discrepancy between the SAC Membership and the School Demographics for ethnicity/race is +/-20%.

STEPS FOR COMPLETING
SAC COMPOSITION MEMBERSHIP

1. Go to OSPA website https://www.browardschools.com/site/Default.aspx?PageID=34522 and click on Service Quality.

2. Under Initiatives click on School Advisory Council (SAC.)

3. Click Online SAC Composition Program under Quick Links

4. Enter username and password into SAC Online Program. Username is the school's location number and Password is the School's SIP SBBC Password

5. Committee Membership Maintenance screen appears. To add a member, click the 'Add Member' button at the bottom of the screen.

6. Document the Last Name, First Name, Position, Gender, Ethnicity, Email, SBBC Employee (yes/no), Parent of Student at School (Yes/No) and Add Date (current date). Click Update in lower right-hand corner. The individual is now added to the SAC Membership screen. Providing accurate email addresses is very important.

7. Under the Action column you can edit, delete or copy a member. Include the date a member resigns if that member voluntarily leaves the committee or misses two consecutive meetings with unexcused absences.

8. Click Edit to change information about an existing member. The online information that can be modified is Gender, Email, Parent of a Student at School, Position, Ethnicity, SBBC (School Board of Broward County) Employee and/or Add Date. Once completed click Update in bottom right hand corner.

9. Once SAC Composition is input, SAC meeting sign-in sheets for members and sign-in sheet for guests can be generated from this program.

DIRECTIONS FOR WAIVERS

ALL WAIVER INFORMATION CAN BE FOUND AT:
 https://www.browardschools.com/Page/35407

➤ **Intent to Apply for New Waiver Forms**
Must be filed with OSQ in November. Only schools that have completed an *Intent to Apply Form* will be allowed to submit a new waiver application.

➤ **New Waiver Applications**
Must be completed on Waiver Database by February.

➤ **Approval of New Waiver Applications**
Must be approved by the Board in May.

➤ **New Waiver Begins**
Must begin in August.

NEW WAIVER PROCESS

1. SCHOOL IDENTIFIES BARRIER TO SCHOOL IMPROVEMENT

2. SCHOOL SUBMITS AN INTENT OT APPLY FOR A WAIVER FORM (NOVEMBER)

3. SCHOOL DISCUSSES WAIVER AT A COMMUNITY MEETING

4. INPUT FROM COMMUNITY PRESENTED AT SAC MEETING FOR REVISIONS

5. WAIVER GOES TO FACULTY FOR VOTE (66/23% MUST SAY YES)

6. WAIVER IS PRESENTED TO SCHOOL BOARD FOR APPROVAL IN MAY

CONTINUATION WAIVERS

Updated yearly waiver documentation must be completed by June 30, 2021

Remember: The faculty (51%) must vote to continue the waiver each year.

PROFESSIONAL STUDY DAY DATES 2020-2021

- **Thursday, September 3, 2020**
- **Thursday, October 1, 2020**
- **Thursday, December 3, 2020**
- **Thursday, January 14, 2021**
- **Thursday, February 4, 2021**
- **Thursday, March 4, 2021**
- **Thursday, April 1, 2021**
- **Thursday, April 29, 2021**

CONTINUATION WAIVER PROCESS

1. SCHOOL BOARD APPROVES WAIVER FOR UP TO 5 YEARS

2. SCHOOL COLLECTS DATA ON WAIVER EFFECTIVENESS EACH YEAR

3. WAIVER DATA IS PRESENTED TO SAC

4. FACULTY VOTES ANNUALLY TO CONTINUE OR DISCONTINUE WAIVER

5. SCHOOL UPDATES WAIVER APPLICATION

6. CONTINUATION WAIVER IS PLACED IN SAC UPLOAD CENTER ON SBBC SIP

WAIVERS 2020-2021	TARGET AREA ▾	START DATE	END DATE	STATUS
Boyd Anderson HS	PSD – 8 days	20-21 SY	24-25 SY	NEW
Cooper City HS	Exam Exemption	18-19 SY	22-23 SY	Continuation
Cooper City HS	PSD – 8 days	18-19 SY	22-23 SY	Continuation
Coral Glades HS	PSD – 8 days	19-20 SY	23-24 SY	Continuation
Coral Springs HS	PSD – 8 days	20-21 SY	19-20 SY	NEW
Dave Thomas EC	PSD – 8 days	17-18 SY	21-22 SY	Continuation
Deerfield Beach HS	PSD – 8 days	20-21 SY	19-20 SY	NEW
Dillard 6-12	PSD – 8 days	20-21 SY	19-20 SY	NEW
Ely, Blanch HS	PSD – 8 days	18-19 SY	22-23 SY	Continuation
Everglades HS	Exam Exemption	19-20 SY	23-24 SY	Continuation
Everglades HS	PSD – 8 days	20-21 SY	24-25 SY	NEW
Flanagan, Charles HS	PSD – 6 days	13-14 SY	22-23 SY	Continuation
Fort Lauderdale HS	Exam Exemption	19-20 SY	23-24 SY	Continuation
Fort Lauderdale HS	PSD – 6 days	20-21 SY	24-25 SY	NEW
Hallandale HS	PSD – 8 days	16-17 SY	20-21 SY	Continuation
Hollywood Hills HS	PSD – 8 days	19-20 SY	23-24 SY	Continuation
Lauderhill 6-12	PSD – 6 days	20-21 SY	24-25 SY	NEW
Mc Arthur HS	PSD – 8 days	19-20 SY	23-24 SY	Continuation
Millenium 6-12	PSD – 8 days	20-21 SY	24-25 SY	NEW
Miramar HS	PSD – 8 days	20-21 SY	24-25 SY	NEW
Miramar HS	Exam Exemption	20-21 SY	24-25 SY	NEW
Monarch HS	PSD – 6 days	20-21 SY	24-25 SY	NEW
Northeast HS	PSD – 8 days	17-18 SY	21-22 SY	Continuation
Nova HS	PSD – 8 days	20-21 SY	24-25 SY	NEW
Piper HS	PSD – 8 days	20-21 SY	24-25 SY	NEW
Plantation HS	PSD – 8 days	18-18 SY	22-23 SY	Continuation
Pompano HS	4-day School Week	20-21 SY	24-25 SY	NEW
Pompano HS	Early Release Days	20-21 SY	24-25 SY	NEW
Pompano HS	PSD – 6 days	20-21 SY	24-25 SY	NEW
Seagull School	PSD – 5 days	18-19 SY	22-23 SY	Continuation
South Broward HS	PSD – 8 days	19-20 SY	23-24 SY	Continuation
South Broward HS	Exam Exemption	19-20 SY	23-24 SY	Continuation
South Plantation HS	PSD – 7 days	19-20 SY	23-24 SY	Continuation
Stoneman Douglas HS	PSD – 8 days	19-20 SY	23-24 SY	Continuation
Stranahan High HS	PSD – 8 days	18-19 SY	22-23 SY	Continuation
Taravella High HS	PSD – 8 days	20-21 SY	24-25 SY	NEW
West Broward HS	PSD – 8 days	19-20 SY	23-24 SY	Continuation
Western HS	PSD – 6 days	18-19 SY	22-23 SY	Continuation
Whiddon Rogers Ed Center	PSD – 8 days	20-21 SY	24-25 SY	NEW

STEPS FOR COMPLETING THE BCPS SCHOOL IMPROVEMENT PLAN (SIP)

F.S.C. 1001.42 & SBBC POLICY 1403 REQUIRE ALL SIPs INCLUDE
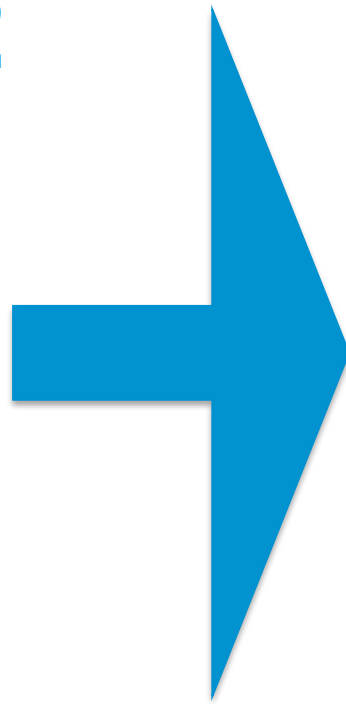
- Baseline data to identify needs
- Expected student learning outcomes
- Strategies & timeframes for improvement
- Action steps for:
    - instructional strategies
    - budget (MUST INCLUDE ACCOUNTABILITY FUNDS)
    - training
    - instructional materials & technology
    - student support services and other resources
- Necessary training & technical assistance

BCPS SIP REQUIREMNTS

- **All schools must complete the SBBC School Improvement Plan which is aligned with the District Strategic Plan**

- **SIP should be the collaborative work of the school leadership team with input from all stakeholders**

- **Plan must be completed & all district plans uploaded, by Oct. 3rd**

- **Progress of the SIP should be discussed regularly at SAC meetings**

- **The FLDOE SIP (Required for all DA Schools & ESSA Schools) is a component of the SBBC SIP**

- **The SAC Composition Report needs to be updated and uploaded as a PDF periodically to SAC Upload section to reflect the actual, current membership**

HIGH QUALITY INSTRUCTION SECTION

Early Warning Indicators (This section is pre-populated)

- Describe all intervention strategies employed by the school to improve academic performance of students identified by the Early Warning Indicators. (Schools input info)

School Report Card Link (FLDOE EduData: edudata.fldoe.org)

- To see subgroup data: Click on School Report Cards, enter the district name and chose the school from the drop-down menu. Click on the blue "details" button in the School Performance section and the FPPI subgroup data is listed.

- Schools will use this data for goals

HIGH QUALITY INSTRUCTION SECTION

School will complete Goals, Strategies and Activities or FLDOE SIP

- **ALL SI Schools, ESSA & Center Schools MUST complete the FLDOE SIP using the FL CIMS link: https://www.floridacims.org/**

- **Minimum Requirements for ALL schools: Literacy Goal and Lowest Subgroup Goal**

- **Each Goal: Must be SMART goal based on current data.**
  Need at least a Literacy Goal and a Lowest Subgroup Goal.
  All goals will include:

  - **Strategy/Activities - Clearly defined for each goal**
  - **Person(s) Responsible – Administrator assigned to oversee progress**
  - **Deadline – Realistic date for goal attainment**
  - **Professional Development – May or may not be needed**
  - **Budget – Must show how Accountability Funds are being spent**
  - **Monitoring – Tool or process to monitor progress**
  - **Results – Necessary to determine goal attainment**

HIGH QUALITY INSTRUCTION SECTION

K-12 Comprehensive Reading Plan

The K-12 Comprehensive Evidence-Based Reading Plan (6A.6.053) describes the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning. All Schools are expected to review the District's state approved K12 Comprehensive Reading Plan with the school's Reading Leadership Team and all members of the Collaborative Problem Solving Team at the beginning of each school year and as needed.

Directions: School Principals are to schedule a meeting with their Reading Leadership Team and Collaborative Problem-Solving Team (if members are different in each team) prior to September 30, 2020 to review the requirements of the 2020-2021 K-12 Comprehensive Reading Plan. Immediately after the meeting, school improvement designee will upload meeting agenda and sign-in sheet(s) as evidence that the Reading Leadership Team and members of Collaborative Problem-Solving Team met to ensure the components of the K-12 Comprehensive Reading plan are implemented for K-5 and/or 6-12 as described.

These documents need to be completed and uploaded into the BCPS SIP:

SIP Comprehensive Reading Plan Agenda and Sign-in Sheets

SIP Comprehensive Reading Plan Reading Leaderhip and CPS Team Members REV

SIP Comprehensive Reading Plan School Contacts

SAFE & SUPPORTIVE ENVIRONMENT SECTION

Professional Learning Communities (PLC)

- PLC Meeting Schedule Schools input info in text box

District Plans

- All District Plans in the SBCPS SIP are word documents that can be down loaded as a word document and completed by the school leadership team

- Each completed plan is then uploaded as a PDF document into the SIP in the corresponding section

- District departments will provide plan feedback to the schools on the SIP in OSPA Central

EFFECTIVE COMMUNICATION SECTION

SAC Documentation

- Schools upload all SAC documentation in PDF format in the SAC Upload Center: Minutes, sign-in sheets, SAC Composition, SAC Bylaws, all SAF documentation, Waiver Applications, A+ School Recognition Documentation, etc.

AdvancED eProve Survey Results

- Schools will upload a PDF copy of Parent, Staff & Students Survey Reports from: https://www.advanc-ed.org/)

- Schools respond in text box: *Explain the specific activities in which your school will participate to increase your ratings.*

Family and Community Engagement Plan (FACE)

SURVEY RESULTS ARE PART OF SIP

School Improvement Plan (SIP)

School improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. School Improvement is based on a continuous improvement model using research-based accepted best practices. The job of the school improvement team is to lead the development of a school improvement plan that addresses student achievement needs, to monitor the implementation of the plan, and to revise it when appropriate.

View School Improvement Plans (SIP) **(Current Year)**

View School Improvement Plans (SIP) **(Past Years)**

Cognia eProve Survey Results

[eProve Survey] [eProve Survey Results]

File Name	File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date		
Beachside-Bilingual-Parent-Survey-2019.pdf	Shelley Lunde	9/10/2019			🗑	🔒
Beachside-Elementary-Student-Survey-2019.pdf	Shelley Lunde	9/10/2019			🗑	🔒
Beachside-Middle-School-Student-Survey-2019.pdf	Shelley Lunde	9/10/2019			🗑	🔒
Beachside-Parent-Survey-2019.pdf	Shelley Lunde	9/10/2019			🗑	🔒
Beachside-Staff-Survey-2019.pdf	Shelley Lunde	9/10/2019			🗑	🔒

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

AdvancED®

Please select a logo to log in.

e|Prove™ eleot

e|Prove™ surveys

e|Prove™ diagnostics

e|Prove™ workspace

SIP QUARTERLY REVIEW

➢ **The SIP is a document that is subject to revision and changes.**

➢ **All documentation within the plan will be reviewed quarterly by your cadre's IF.**

➢ **Noted deficiencies will be directed to the Principal and the SAC chair(s).**

2.

CONDUCTING SAC MEETINGS VIRTUALLY

SAC & SAF REMOTE MEETINGS

1. MEETINGS MAY NOW BE HELD REMOTELY VIA TEAMS AND A QUARUM MUST BE PRESENT TO CONDUCT A VOTE (SAC ONLY).

2. ALL MEETING MUST BE ADVERTISED AT LEAST THREE DAYS IN ADVANCE AND ARE SUBJECT TO THE SUNSHINE LAW

3. MEETING NOTICE MUST PLAINLY STATE THAT MEETING WILL BE CONDUCTED REMOTELY

4. PUBLIC NOTICE MUST STATE THAT TEAMS WILL BE USED TO CONDUCT THE SAC MEETING

5. DIRECTIONS ABOUT HOW TO ACCESS TEAMS MUST BE INCLUDED IN MEETING NOTICE

6. MEETINGS MUST BE ADVERTISED, ATTENDANCE AND MINUTES TAKEN

MEETING INFORMATION FROM THE BCPS GENERAL COUNSEL'S OFFICE

Quorum to Conduct of SAF and SAC Meetings: Executive Orders 20-69 and 20-150 currently suspend any state law that requires a quorum to be present in-person and a local government body to meet at a specific public place. While a SAF and SAC meeting must still have a quorum of its members participating in order to conduct business, those members are now able to participate remotely and still be counted toward satisfying the committee's quorum requirement.

Technology May be Used to Conduct SAF and SAC Meetings Remotely: Executive Orders 20-69 and 20-150 also allow local government bodies to utilize communications technology, such as telephonic and video conferencing, to conduct public meetings as provided in Section 120.54(5)(b)2, Florida Statutes. Communications technology means the electronic transmission of printed matter, audio, full-motion video, freeze-frame video, compressed video, and digital video by any method available. *See: Section 120.54(5)(b)2, Florida Statutes.*[1]

MEETING INFORMATION FROM THE BCPS GENERAL COUNSEL'S OFFICE

Special Notice Requirements for Conducting Meetings Remotely: When The School Board or any of its committees choose to conduct a meeting remotely, it shall provide public notice (advertisement) in the same manner as required for an in-person meeting, **plus** it shall plainly state that such meeting is to be conducted remotely and identify that TEAMs will be used. The notice for a public meeting being conducted remotely must state how persons interested in attending the meeting may do so and shall include: (1) the specific technology that the SAF or SAC will use to

conduct the meeting remotely; (2) the means by which a member of the public may access the meeting, i.e. link to a video stream, conference telephone number and participant code, etc.; and (3) an address, e-mail address, and telephone number where an interested person may write or call for additional information. **It shall be presumed to violate the public's right of access if these public access rights are not met.** It is necessary that all persons participating in the remote meeting be able to hear each other and for the public to be able to hear those participants. If during the course of a remote meeting technical problems develop with the communications network that prevent interested persons from particpating and/or observing, the commitee shall suspend the proceeding until the problems have been corrected. *See: Section 120.54(5)(b)2, Florida Statutes; Sections 28-109.005, 28-109.002 and 28-109.004, Florida Administrative Code.*

MEETING INFORMATION FROM THE BCPS GENERAL COUNSEL'S OFFICE

Except for the temporary relief addressed in Executive Orders 20-69 and 20-150 regarding in-person quorums and use of communications technology to conduct meetings, the Governor **did not** waive any other requirements under the Florida Constitution and "Florida's Government in the Sunshine Laws," including Chapter 286, Florida Statutes. The following is a brief summary of Sunshine Law and other public meeting requirements as applicable to meetings of advisory committees.[2]

Essential Sunshine Law Requirements: There are three (3) basic requirements of the Sunshine Law: (1) meetings of advisory committees must be open to the public; (2) reasonable notice of such meetings must be given; and (3) minutes of the meetings must be taken and promptly recorded.

As Policy 1403-A states: All SAC meetings must be open, advertised (at least three days in advance), and are subject to the Sunshine Law.

SAC MEETING DOCUMENTATION

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

Online SAC Composition Program

BROWARD SCHOOLS VIRTUAL COUNSELOR
POWERED BY THE DATA WAREHOUSE

| Attendance | Membership | Sign In Sheets | Report | Help | Logout |

Committee Membership Maintenance

ANNABEL C. PERRY PK-8 Committee Summary

Total SAC membership	# Members:16	# Females:10	# Males:6	# Non SBBC Employees:10	# Parents:11	
SAC %		Females: 62%	Males: 38%	Non SBBC Employee: 62%	Parents: 69%	
SAC Demog:	White 6%	Black 88%	Hispanic 6%	Asian 0%	Am Indian 0%	Multi Racial 0%
School Demog SVi 2018	White 3%	Black 85%	Hispanic 15%	Asian 0%	Am Indian 0%	Multi Racial 2%
		Female 46%	Male 54%			

ATTENDANCE & SIGN-IN SHEETS MUST BE UPLOADED TO THE SAC UPLOAD CENTER

SAC MEETING MINUTES TEMPLATE

OFFICE OF SERVICE QUALITY INITIATIVES

- About Us
- A+ Recognition Funds
- Accreditation
- Department of Information
- School Improvement (SI)
- Field Trips
- Innovation Zones
- ⌄ School Advisory Council (SAC)
  - Safety, Music/Arts, Athletics, Renovations and Technology (SMART)
- School Advisory Forum (SAF)
- School Improvement Grant (SIG)
- School Improvement Plan (SIP)
- Student Success Opportunity Schools (SSOS)
- Waivers
- Wallace Grant

School Advisory Council (SAC)

School Advisory Councils (SAC) sets up priorities and student performance standards that serve as guiding principles for schools.

A School Advisory Council looks at aspects of their school as suggested by the priorities and develops a written School Improvement Plan as part of the school and District's continuous growth model.

(Download Adobe Acrobat Reader to view or print PDF)

SBBC POLICY 1403 SCHOOL ACCOUNTABILITY AND IMPROVEMENT

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

TEMPLATE CAN BE FOUND AT https://www.browardshools.com/Page/35320

QUICK LINKS

- Meeting Minutes Template
- Policy 1403
- Policy 1403 - A
- DOE SAC FAQ
- Agenda & Minutes Guidelines
- SAC Composition Guide
- Roberts Rules of Order
- Online SAC Composition Program
- ByLaws Template
- SAC ByLaws Directions

REVIEW ENTIRE NEW SIP AT SAC MEETING

POLICY 1403-A: SCHOOL ACCOUNTABILITY & IMPROVEMENT GUIDELINES

• Each School Advisory Council shall assist in the preparation and evaluation of the school improvement plan.

• Each School Advisory Council is responsible for monitoring the implementation of the school improvement plan.

• The school's leadership is responsible for providing quarterly student performance data reports to facilitate formative evaluation of the school improvement plan and revision of the action plan.

• <u>Each School Advisory Council is responsible for allocating Accountability Funds to support the school improvement plan goals and objectives</u>. These allocations shall be documented in the school improvement plan and revisions to these allocations must be approved by the School Advisory Council and documented in the Council meeting minutes.

BCPS STRATEGIC PLAN

Established 1915

BROWARD
County Public Schools

2024 Strategic Plan

OUR VISION: *Educating today's students to succeed in tomorrow's world.*

OUR MISSION: *Educating all students to reach their highest potential.*

OUR CORE VALUES:

Student Focus

Teaching Excellence

Accountability

Respect

Safety

STARS

OUR GOALS:

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

3. DISTRICT PLANS IN THE BCPS SIP

SAFE & SUPPORTIVE ENVIRONMENT SECTION

District Plans MUST be Uploaded in PDF Format

- **Response to Intervention (MTSS/RtI) Plan**
- **Social Emotional Learning (SEL) Plan**
- **School-wide Positive Behavior Plan (SPBP) Plan**
- **Attendance Plan**
- **School Counseling Plan**
- **Equity Plan**
- **Best Practices in Inclusive Education (BPIE)**
- **Title 1 Addendum** (Appears for only Title 1 Schools)

2020-2021 TITLE I SIP/ADDENDUM REQUIREMENT

ALL TITLE I SCHOOLS:
ESSA category schools (CS&I and TS&I) and **Non-ESSA schools** must complete the Title I Addendum Plan in OSPA Central for the 2020-2021 school year.

*(*see sample responses in OSPA Central – School Improvement Plan - Title I Addendum Plan)*

TITLE I FEEDBACK

- **Title I Feedback Form** will be uploaded in OSPA 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	🔒

If you are completing the SIP, it is your responsibility to complete this step.

FINAL STEP:

Once your SIP and Title I Addendum are approved, please provide a copy to your Title I Liaison.

The Title I Liaison, will be required to upload 3 items to the Title I eBinder (compliance item B1):

1- Completed SIP

2- Approved Title I Addendum Feedback Form

3 - Approved Title I Addendum Plan

MTSS Action Plan Timeline & Resources

Self Assessment of Multi-Tiered System of Supports Domains

SAM Timeline

	August – October 2020	MTSS Contact and Collaborative Problem-Solving Team (CPST)	
• Distribute SAM Report • Analyze SAM data • Celebrate effective practices identify lowest levels of implementation (Minimum of 2 SAM domains) • Complete MTSS/RtI Action Plan (Upload in SIP Plan)			• SAM report distributed by MTSS/RtI Instructional Facilitator • Due with School Improvement Plan • Support provided during school improvement training
• Share MTSS/RtI Action Plan and SAM report all faculty and staff • Monitor progress and evaluate MTSS/RtI Action Plan at a minimum twice a year	Ongoing with SIP Reviews	MTSS Contact and Collaborative Problem-Solving Team (CPST)	• Ensure all faculty and staff have access to MTSS/RtI Action Plan and SAM report • Engage in problem-solving use SAM data to inform continuous improvement efforts and update MTSS/RtI Action Plan

Access SAM 2020 Reports

https://browardcountyschools-my.sharepoint.com/:f:/g/personal/p00006893_browardschools_com/EkkaMEi LBF1PrfX9AFRhaIsBOPeR2GGbLz3KOCfKvuf4Ow?e=Xgrudt

MTSS Action Plan

Multi-Tiered System of Supports

BROWARD County Public Schools
Established 1915

MTSS/RtI Action Plan

The Self-Assessment of Multi-Tiered System of Supports (SAM) is used to assess Multi-Tiered System of Support (MTSS) implementation. The purpose of administration and its resulting data is to help school and district-level personnel identify and prioritize implementation steps. The MTSS/RtI Action Plan is developed using the school's annual SAM report and aligned with school-wide academic and behavioral data.

The focus of the MTSS/RtI Action plan is to ensure MTSS is established, implemented with fidelity and positively impacts student academic and behavioral growth and achievement. The District MTSS Team will support school teams to achieve proposed actions, identify supporting evidence and determine impact on student academic and behavior.

✓ **DUE DATE** October 2020 with SIP

School Name:

Principal:

School Year: Choose school year.

MTSS/RtI Contact:

Domain: Choose SAM Domain.

Current domain average:	Choose an item.
Expected domain average:	Choose an item.
Identify at a minimum two (2) elements within selected SAM domain that aligns with where you want to be.	
Identify early warning indicator(s) and/or student outcomes you expect to improve as a result of addressing the selected domain and elements.	
Identify examples of supporting evidence.	
Identify implementation team members:	
Implementation dates:	Start: Choose date. to End: Choose date.

Steps for reviewing SAM report and completing MTSS/RTI Action Plan

1. Review your SAM 2020 report

2. Identify patterns across domains and elements identify high and low scores

3. Use the SAM rubric to help you decide which MTSS domains to address

4. Complete MTSS/RTI Action Plan

5. Upload in SIP

6. Contact **Student Support Initiatives & Recovery** Adrienne Dixson-Paul, Specialist, MTSS
754-321-1655 office
954-235-6886 cell
adrienne.Dixson@browardschools.com

Wonderings, Support & Resources

Student Support Initiatives & Recovery
Adrienne Dixson-Paul, Specialist, MTSS
754-321-1655 office
954-235-6886 cell
adrienne.Dixson@browardschools.com

District MTSS Instructional Facilitator
Aligned to Cadre Directors
754-321-1655 office
Cadre private Yammer

MTSS Canvas Links
BCPS MTSS Content, Resources & Materials
https://browardschools.instructure.com/courses/860588

BCPS MTSS Online Courses
https://browardschools.instructure.com/courses/835670

Microsoft Teams Link: BCPS Internal Multi-Tiered System of Supports (RtI & PBIS) Microsoft Teams Group
https://teams.microsoft.com/l/team/19%3a7d3d321d4dee458c97bf96f0f5328b91%40thread.tacv2/conversations?groupId=03537f1d-ed94-4712-a8ce-c8931a2d7377&tenantId=eeacb5cb-5370-4358-a96a-a3783c95d422

Yammer Link: BCPS Internal MTSS Yammer Group
https://www.yammer.com/browardschools.com/#/threads/inGroup?type=in_group&feedId=15730481&view=all

The SPBP:
School-wide Positive Behavior Plan

and

maintaining PBIS in a virtual environment

As you know, student lives have been so disrupted, we will not have the "same" students back in the school building that we left in March, <u>and we need to be prepared for academic lag and behavior issues</u>. Starting the school year with high structure and a school-wide program will help address these issues.

We must be prepared for <u>the first day</u> students return; your SPBP must be completed, submitted, and shared with staff and the community *before that day*.

Positive Behavior Interventions & Supports

The SPBP is due…

October 2020

The **The School-wide Positive Behavior Plan** (SPBP) is your school's blueprint for implementing Positive Behavior Interventions and Supports (PBIS) for all students.

The due date has been extended to October 2, 2020, with the rest of the SIP plans.

Use the Resources

**Principal Brainshark:** How PBIS should look at your school

Team Brainshark: How to use the supports and resources

10 Critical Element Mini Brainsharks: How to complete the SPBP

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

SPBP Directions: In OSPA Central in the School Improvement Plan (SIP)

☆ Download Template for School-wide Positive Behavior Plan

	Files
⊙	School-wide Positive Behavior Plan Template
⊙	School-wide Positive Behavior Plan Directions
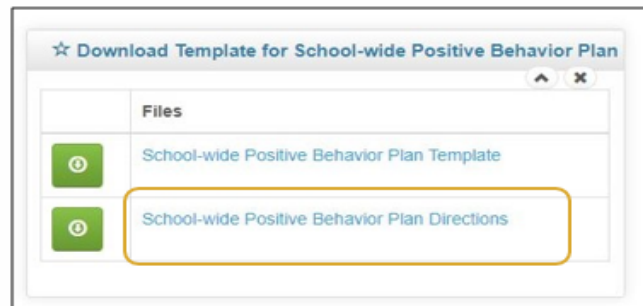
Positive Behavior Interventions & Supports

Until that day…

The climate and culture of your school community continues to exist
and
school climate determines how well almost everything is done.

Climate = ✓ psychological and physical safety for all students and staff

✓ collaborative decision-making

✓ building positive connections with the students and community

✓ delivering excellent academic instruction

…continue with a virtual SPBP

The 10 Critical Elements of PBIS:

Continue to meet virtually with your (1) PBIS Team to determine consistent behavioral procedures *ACROSS* teachers. The team should continue to (2) Collect and Analyze Data, (3) Monitor PBIS Implementation, and (4) Evaluate Outcomes.

Increase (5) Stakeholder Commitment by starting classes and staff meetings by checking in with feelings before moving on to content. Communicate with parents and families on a regular basis. Teach them how you are implementing PBIS virtually.

Continue to model and teach your current (6) School-wide Expectations.

Post and establish a system of virtual (7) Classroom Rules. Hold students accountable for maintaining positive behaviors in the virtual environment.

Use a (8) Reward System for encouraging positive behaviors and consistently implement the (9) Discipline Process designed by your school/district for violations.

Practice effective (10) Classroom Management. Start the year with high structure. Maintain routines and procedures, such as morning announcements. Engage students with a variety of learning formats and representation.

Positive Behavior Interventions & Supports

Questions?

For more information,

Call:

The School Climate & Discipline Department
Lauderdale Manors Resource Center
(754) 321-1655

Check out our PBIS Sharepoint Site:
https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/PBIS.aspx

Contact:
Tyyne.Hogan@browardschools.com

Positive Behavior Interventions & Supports

ATTENDANCE PLAN
Goals, Tiers, & Strategies

Every school must submit an attendance plan within the SIP.

- A comprehensive attendance plan includes SMART goals and a 3-tiered approach to promoting and improving regular attendance.

- Goals will be pre-written and included on the OSPA School Improvement Plan page for staff to copy and paste.

- Strategies and interventions based on best practices will be provided on a template. Schools may add to the plan. The template represents the minimum expectations.

At each tier, attendance strategies and interventions will address how the school will:

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

Tier 1: Strategies aimed at all students and families.

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

Tier 3: Coordinated school and district responses. Partnerships with other agencies to assist in providing family support and legal interventions.
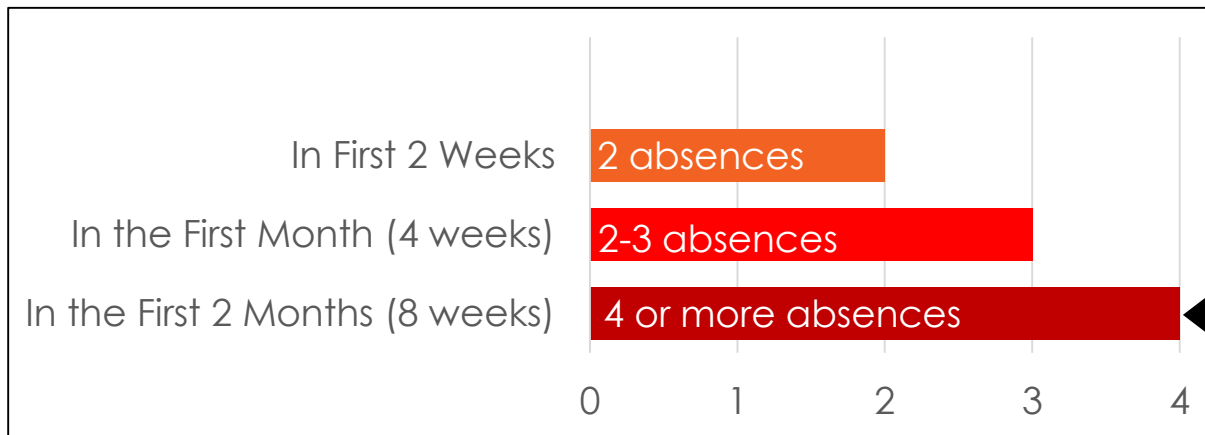
Understanding How to Use Chronic Absenteeism to Improve Student Outcomes

Chronic Absenteeism: Absent 10% or more full school days. (*This includes excused absences, unexcused absences, or external suspensions*).

> **Absences for 10% of school days is a benchmark that school staff will use to encourage the use of <u>early warning systems</u> to provide family supports and interventions.**

Identifying students for early intervention:
- ✓ Chronic absence (absent 10% or more of school days) in the prior year.
- ✓ Starting at the beginning of the school year, student has:

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

0 1 2 3 4

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

SOCIAL EMOTIONAL LEARNING PLAN

Completing each Section of your SEL Action Plan

Area		Step 1: Self-Evaluation Tool: (Check off the area that applies to your school)	Step 2: S.M.A.R.T. Goal
SEL Team	☐	1. Our SEL 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:*
	☐	2. Our SEL 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.	**Specific**- Does each goal clearly state what is to be accomplished? **Measurable**- Does it set a standard that will allow the team to know whether or not the goal has been met? **Attainable**- Does the goal seem reachable given where things are now? **Relevant**- Is the goal aligned with other school improvement goals? **Time-bound**- Has a timeframe been established for achieving the goal?
			Step 3: Action Steps
	☐	3. Our SEL team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	*Create action steps for your S.M.A.R.T. Goal based on your priorities.* **Step 4:** Date SMART Goal Accomplished:_____

SOCIAL EMOTIONAL LEARNING PLAN

Scorable Rubric

Points Total: _____	☐	0-12 Beginning Stages
	☐	13-17 Intermediate
	☐	18-21 Advanced

Questions & Support

- Elementary Specialist- Vivianne Jenkins vivianne.Jenkins@browardschools.com
- Middle School Specialist- Yarlie Nicolas yarlie.nicolas@browadschools.com
- High School Specialist- Melanie Taylor melanie.taylor@browardschools.com
- Center Specialist- Regina Turner regina.turner@browardschools.com

Equity & Diversity Vision & Mission

- Increase awareness of Equity, Diversity, & Inclusion
- Promote Student Engagement
- Increase Cultural Responsive Awareness to lead to student achiev

- History of the Holocaust (1933-1945) ~ January
- History of African and African Americans ~ February
- Study of Hispanic Contributions to the United States ~ Sept. 15 – Oct. 15
- Study of Women's Contributions to the United States ~ March

  https://www.browardschools.com/Page/32337 (mandates)

DIVERSITY MANDATES

F.S 1003.42

Contact Information

Cassandre.davis@browardschools.com

Cadre ES 1-5

Karenmoreland.alford@browardschools.com

Cadre ES 6-10

Marion.williams@browardschools.com

Cadre MS 1-2
Cadre HS 1-2
Cadre CS 1

754-321-1600

Annual School Counseling Plan (ASCP)

Guidance Director will complete the ASCP and the completed plan must be uploaded as a PDF document to BCPS SIP

. **ASCP PLAN SUPPORT CONTACT:**

Danny Tritto, Secondary Specialist

Deanna Greist, Elementary

School Counseling & BRACE Department, 754-321-1675

Delivery of School Counseling Services

- **Policy 6000.1:** 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 SIPA Plan.

What is included in the ASCP?

- Administrative Collaboration

- Data Analysis

- Needs Assessments

- Individual Counseling

- Group Counseling

- Classroom Lessons

- School-Wide Initiatives

- Community Initiatives

- Indirect Services

BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

Directions for Completing the School BPIE Annual Update for the SIP

Schools will upload two documents to the BPIE section of their OSPA Central site:

1. **School BPIE Self-Assessment**: this is the document reflecting the assessment process conducted every three years.
2. **School BPIE Plan for SIP**: this document is updated annually as part of the SIP process, and addresses the FOCUSED Priority Indicators for the year.

Refer to the directions on the School BPIE Plan for SIP to complete the document.

School BPIE Annual Update Process

1. Upload the most recent School BPIE assessment (conducted every 3 years)

2. Download the School BPIE Annual Update for SIP 2020-21. Refer to your current School BPIE assessment "Prioritized Indicators".

3. Complete the Update following the step-by step directions....
- Which Prioritized Indicators will be addressed THIS year?

- Indicator #
- Activities/Efforts towards improvement
- Progress monitoring

4. Save and upload the Update.

Need assistance? Contact your local FIN Facilitators

Florida Inclusion Network

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

To be implemented in SY 2020/2021

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 your Florida Inclusion Network facilitator: barbarakrakower@browardschools.com *or* bari.aronson@browardschools.com

Does My School Need to Hold a School BPIE Assessment this SY?

1. **20** Broward schools need to complete a BPIE self-assessment during 20-21 SY

2. List of schools & due dates will be shared with ESE Specialists at their August 13, 2020 meeting

3. Professional learning sessions to train the "School BPIE Leader" will be held throughout the year

4. First sessions planned for **September 10** (AM or PM sessions), check with your ESE Specialist for more information

5. Questions? Contact

barbaraKrakower@browardschools.com
    or
bari.Aronson@browardschools.com
Local FIN Facilitators

fin
F l o r i d a
Inclusion Network

FACE PLAN

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

ENGAGEMENT GOAL - The environment or culture in which engaging programs take place; Intentionally 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 partnership and intentional parent/family peer groups within the program and community.

FACE Plan Strategy #1

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

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

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Review Customer Service survey. Identify key area(s) to address. Create a plan.	Within the first 30 days	Share Customer Service survey results with faculty and staff. Discuss the findings, identify key areas(s) to address and devise a plan for improvement.		Provide exceptional customer service to families and community stakeholders.		Upload Customer Service survey with a summary of findings. Online PD: (training titles)

DIRECTIONS: Review customer service expectations with staff. After reviewing the customer service survey created for the 2020-21 FACE Plan:

- **Identify the desired customer service standard**
- **Identify specific areas noted by parents as areas for improvement.**
- **Design a plan to provide exceptional customer service to all stakeholders.**

FACE Plan Strategy #2

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

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

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Conduct a Quarterly Resource fair to connect families with school, District and local community resources.	Upload documents by the fifth week of each quarter.	Convene a FACE Resource Team comprised of one representative from administration, instructional, paraprofessional, cafeteria, custodial, after school program, social worker, and school counseling. Meet once each quarter to identify needs of community and discuss available district / community resources and services for families that will minimize barriers - food, shelter, illnesses, hardship assistance, job referral agencies, etc. Update FACE SPACE with relevant information based on identified needs.		Provide ongoing updated relevant resources to families and the community		Upload photos of FACE resource space; Use pictures to document any virtual activity. Provide names of programs and//or types of referrals made; Provide name and position of FACE Resource Team.

DIRECTIONS: Connect families with school, district and local community resources.

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

FACE Plan Strategy #3

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

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

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Recognize the cultural uniqueness of families served in the school/community.	Between the 5th and 6th week of school	Complete Cultural Awareness sheet. Identify ways to give value to and celebrate the traditions of the community and integrate them into the school culture. (ex. serving dishes from a particular culture during school events; acknowledging traditions and holidays; signage in different languages, etc.) These are in addition to the 4 Cultural District Mandates and should be ongoing..		Bridge the Cultural Gap between Families & Staff		Upload completed Cultural Awareness sheet, images, artifacts and messaging depicting the intentional integration of diverse cultures.

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

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

FACE Plan Strategy #4

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

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

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
"Catch Them Being Great". Continue implementing programs and practices recognizing individuals within the school supporting a positive environment/culture in your school.	Monthly	Highlight faculty and/or staff who have been "Caught Being Great". Recognition should express specific **steps** or **actions** taken to achieve the accolade/recognition. Example… Mr. Smith really knows how to make families feel welcome. Steps/actions Mr. Smith exhibits to help families feel welcome. • Warm genuine smile • Greets parents by name • Gives his fullest attention • Has open body language • Consistent communication about student's progress		Provide incentives to maintain a positive school environment		Upload an example (image) of how recognition is given.

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

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

FACE Plan Strategy #5

Family And Community Engagement (FACE) Plan

Impact Area: Program Environment/Culture

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

Strategy (Specific action, including cultural proficiency connections as appropriate)	Date	What needs to be done for the activity? When does it need to be done?	Who is responsible?	What is our objective?	How will we measure our progress?	Identify artifacts to be uploaded
Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.	Upload documents by the 1st Semester	Determine the needs of parents and work with staff to build capacity to address specific needs of parents/community. Include a description of how the school implements activities that build relationships with the parents/community.		Provide full opportunities for participation in parent/family engagement activities for all parents/families.		Upload a copy of agenda, sign-in sheet, photos, Twitter.

DIRECTIONS: Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.

- **Upload documents by the 1st Semester**
- **Determine the needs of parents and work with staff to build capacity to address specific needs of parents/community. Include a description of how the school implements activities that build relationships with the parents/community.**
- **Provide full opportunities for participation in parent/family engagement activities for all parents/families.**
- **Upload a copy of agenda, sign-in sheet, photos, Twitter and other virtual platforms.**

4. FLDOE SIP REQUIREMENTS FOR SI & ESSA SCHOOLS

FLDOE SIP REQUIREMENTS

Schoolwide Improvement Plan: 2020-21

Requirements for Comprehensive Support & Improvement (CS&I) and Targeted Support and Improvement (TS&I) Schools

| Classification	Criteria	Graded / Ungraded	SIP Requirements	SIP Deadlines and Support
NON-CHARTER SCHOOLS — *A SIP is required pursuant to Section 1001.42(18)(a), F.S.*				
CS&I	Earned a 2019 school grade of D or F **139 schools** Graduation rate of 67% or below and earned a 2019 school grade of A, B, or C **1 school** Overall Federal Index below 41% and earned a 2019 school grade of A, B, or C **3 schools**	**GRADED** **143 Schools**	Schoolwide Improvement Plan (SIP) must be completed in CIMS and approved by the district and the state	**June 30, 2020**—UniSIG budget in the SIP and district survey due in CIMS. BSI recommends a draft SIP be completed simultaneously with the budget for UniSIG funds to ensure connectivity. **August 31, 2020** —SIP must be submitted at **www.floridacims.org** (CIMS) to Regional Executive Director (RED) for review **September 30, 2020**—REDs complete the review of the SIPs in CIMS **October 15, 2020**—District approved final versions of SIPs for publication in CIMS **February 1, 2021**—Mid-year reflection must be submitted in CIMS **Tiered Support will be provided by the Bureau of School Improvement (BSI) and regional field teams**
CS&I	Overall Federal Index below 41% or graduation rate of 67% or below **208 schools**	**UNGRADED** **(K-12, DJJ, Alternative, and ESE Centers)**	SIP must be completed in CIMS	**August 31, 2020**—SIP must be submitted at **www.floridacims.org** (CIMS) to Ungraded School Contact **Intensive Support will be provided by other bureaus within FLDOE**
TS&I	1 or more subgroups have a Federal Index below 41% and earned a 2019 school grade of A, B, or C **1,536 schools**	**GRADED**	SIP must be completed in CIMS and approved by the district *(state approval is not required)* Areas of Focus in SIP must address identified subgroup(s)	District determines SIP deadline **Universal Support will be provided by other bureaus within FLDOE**
TS&I	1 or more subgroups have a Federal Index below 41% **10 schools**	**UNGRADED**		

FLDOE SIP REQUIREMENTS

BCPS SCHOOLS REQUIRED TO COMPLETE A FLDOE SIP

- **SCHOOLS GRADED D or F** (Based on 2019 FSA Scores) labeled School Improvement (SI) schools by the FLDOE

- **UNGRADED (K-12, DJJ, Alternative, and ESE Centers)** - Overall Federal Index below 41%, or1 or more subgroups have a Federal Index below 41% and earned a 2019 school grade of A, B, or C graduation rate of 67% or below

- **SCHOOLS GRADED A, B, of C** (Based on 2019 FSA Scores) with 1 or more subgroups with a Federal Index below 41%

The link for the FLDOE SIP will appear on the schools BCPS SIP in OSPA Central.

FLDOE SIP GUIDE
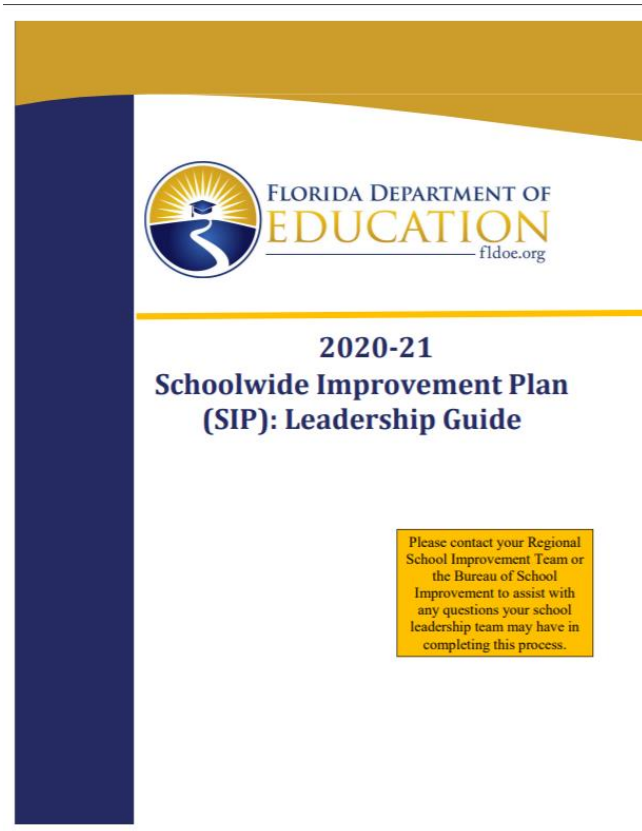
The FLDOE has created a comprehensive guide for assistance in completion of the FLDOE SIP.

This guide can be located at FL CIMS:

https://www.floridacims.org/downloads

And on the OSPA website under FLDOE Information:

https://www.browardschools.com/Page/35314

5. WRITING SMART GOALS TO ALIGN WITH DATA

REVIEW THE DATA FIRST

• Review The Early Warning Indicators. This data is to be used as part of your team's needs assessment to identify potential problem areas and inform your school's planning for school improvement.

• Access the FDLOE Edudata Portal to review all school data
https://edudata.fldoe.org/index.html
For detailed information about School Grade calculations see the School Grades Overview and Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index.

• Consider all progress monitoring data available.

WRITING GOALS

AREAS OF FOCUS FOR GOALS

An Area of Focus should target a system or process to be implemented or revised and monitored to improve student outcomes.

Leadership
Building the capacity of the school leadership team and improving systems for teacher efficacy.

Instructional Practice
Elements of effective teaching methods that come together to achieve student success.

Culture and Climate
A supportive and fulfilling environment with conditions that are conducive to learning and meet the needs of all students.

ESSA Subgroups
White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students

LEADERSHIP GOAL TARGETS

- **Instructional Leadership Team**: a consortium that can include the principal, assistant principal(s), instructional coach(es), and teacher leader(s) that looks for systematic ways to improve student outcomes within the school.

- **Leadership Development:** expansion of a person's capacity to possess and utilize the competencies and skills necessary to successfully lead the improvement of student
- achievement.

- **Managing Accountability Systems**: Disaggregating data and monitoring systems to make instructional decisions.

- **Specific Teacher Feedback**: Timely and targeted feedback that is actionable to build teachers capacity within an area of practice.

- **Teacher Recruitment and Retention**: As a school-based leader, implementing targeted initiatives that focus on building and cultivating a staff of competent teachers that fit the
- school's climate and culture.

- **Walkthroughs:** a tool that can be used by leaders to informally gather evidence of standards-based instruction and desired student outcomes to identify areas of support needed by teachers

INSTRUCTIONAL PRACTICE GOAL TARGETS

- **Career and Technical Education**: responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development.

- **Collaborative Planning:** opportunity for teachers to come together to consult with colleagues and deepen skills with the goal of improving student achievement.

- **Differentiation:** to ensure students educational equity through instruction that matches the students' readiness level and ability.

- **ELA:** reading and writing standards that progress together with the use of accompanying texts for writing that embeds four strands: Foundations, Reading, Communication, and Vocabulary.

- **Graduation**: Students that have demonstrated completion of one of the five options to earn a standard diploma.

- **Instructional Coaching**: increase teacher's pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices.

INSTRUCTIONAL PRACTICE GOAL TARGETS

- **Math:** standards that progress together within the following 5 domains: number sense and operations, fractions, algebraic reasoning, measurement, geometric reasoning, data analysis and probability.

- **Professional Learning:** the means by which teachers, school-based leaders, and other staff build instructional practice that improve student learning.

- **Professional Learning Communities**: a practice that fosters collaborative learning among colleagues that focuses on improving a problem of practice.

- **Science**: Next Generation Sunshine State Standards that are aligned to the specific course content.

- **Small Group Instruction:** a method to reinforce or reteach specific skills and concepts through a reduced student-teacher ratio.

- **Social Studies**: state-adopted standards aligned to the specific course content.

- **Standards**-aligned Instruction: research-based practices that follow state adopted standards within the specific content area.

- **Student Engagement**: The capacity in which students make an internal investment

CULTURE & ENVIRONMENT GOAL TARGETS

Community Involvement: through partnerships with surrounding businesses, volunteers, non-profits, and stakeholders to bring positive, measurable change to the school

Discipline: actions taken by a teacher or the school organization towards a student (or group of students) when the student's behavior disrupts the ongoing educational activity or breaks the student code of conduct.

Early Warning Systems: research-based indicators to identify students at risk of failing to meet educational milestones such as: attendance, discipline, meeting grade level on statewide assessments, student promotion, and on-time graduation.

Equity and Diversity: to remove barriers, such as personal or socioeconomic status, gender, ethnicity, or family background to ensure equal access to achieve the student's educational potential.

Parental Involvement: Commitment from the student's parent or guardian for active participation to provide input for the schools' improvement.

Positive Behavior Intervention and Support: improve and integrate data, systems, and practices to positively affect student outcomes.

CULTURE & ENVIRONMENT GOAL TARGETS

- **School Safety**: Support in providing a safe learning environment for students and staff.

- **Social & Emotional Learning:** acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- **Student Attendance**: Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16years, must attend school regularly during the entire school term. A student who attains theage of 16 years during the school year is not subject to compulsory attendance beyond thedate of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

- **Teacher Attendance:** To improve the education of students with the belief that direct
- instruction is more beneficial with regular teachers and support staff in place.

ESSA SUBGROUP GOAL TARGETS

ESSA (Every Student Succeeds Act):

Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. In support of the below goals, Florida's state plan establishes ambitious, rigorous academic standards for all students; measures mastery of those standards and publicly reports results; informs parental educational decisions through a simple, easily understood metric for each school based on student performance; and identifies, supports, and, if necessary, closes underperforming schools.

Subgroups considered for ESSA's Federal Index include:

White, Black/ African America, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Students with Disabilities, English Language Learners, and Economically Disadvantaged.

- Hold all students to high academic standards;
- Prepare all students for success in college and career;
- Guarantee that steps are taken to help students and their schools improve; and
- Hold schools accountable for student outcomes.

WRITE SMART GOALS BASED ON DATA

Creating SMART Goals

- **Specific**: Goal is explicit about what will change, and when.
- **Measurable:** Goal can be quantified and tracked with assessments and other data throughout the cycle.
- **Attainable**: Goal is both challenging and realistic.
- **Results-focused:** Goal will directly impact student learning.
- **Time-bound:** Goal has a specific timeframe for completion.

When reviewing student-learning goals, ask:

✓ Does this feel like the right focus for the year?

✓ Will this rate of growth help your school hit student learning targets? Will it close performance gaps between subgroups?

✓ Is it an important step toward sustained academic achievement?

✓ Is it realistic, given students' current skills?

✓ Do you have reliable data to measure progress throughout the year?

✓ Are there groups of students for whom you might need to track using additional/alternate measures?

LITERACY GOAL

LITERACY GOAL

All schools must have a Literacy Goal

REFERENCE

Broward K-12 Comprehensive Research Based Reading Plan
http://www.fldoe.org/academics/standards/just-read-fl/1920-readingplan.stml

GOALS

Statements that state who will make what change, by how much, where and by when.

SUGGESTED TARGETS

Academic Achievement
Parental Participation
Teacher Effectiveness
Professional development
Collaboration across numerous program areas

SUBGROUP GOAL

SUBGROUP GOAL

All schools must have a Subgroup Goal for the lowest subgroup(s) even if they are not required to do a FLDOE SIP

SUBGROUPS BELOW 41% ON THE FPPI (Federal Percent of Points Index)

All schools with subgroups below 41% in the FPPI will be required to complete a FLDOE SIP

REVIEW SUBGROUP DATA

Subgroup data for individual schools can be found at: https://edudata.fldoe.org
Click on School Report Cards, enter the district name and chose the school from the drop-down menu.
Click on the blue "details" button in the School Performance section and the FPPI subgroup data is listed.

SUGGESTED TARGETS

Academic Achievement
Parental Participation
Teacher Effectiveness
Professional Development
Collaboration across numerous program areas

6. SIP SUPPORT FOR 2020-2021

DISTRICT PLANS SUPPORT

- **K-12 READING PLAN:** Mildred Grimaldo 754-321-1866

- **MTSS/RtI PLAN:** Adrienne Dixson 754-321-1655

- **SOCIAL EMOTIONAL LEARNING PLAN (SEL):** Daniel Shapiro 754-321-1678

- **SCHOOL-WIDE POSITIVE BEHAVIOR PLAN:** Tyyne Hogan 754-321-1655

- **ATTENDANCE PLAN:** Phil Shaver 754-321-1623

- **SCHOOL COUNSELING PLAN:** Daniel Shapiro 754-321-1678

- **EQUITY PLAN:** Cassandre Davis 754-321-1600

- **BPIE:** Barbara Krakower 754-321-3400

- **FAMILY AND COMMUNITY ENGAGEMENT PLAN (FACE):** Tonya Brown 754-321-1599

- **TITLE I:** Adriana Karam 754-321-1417

MANDATORY SAC DOCUMENTATION

The following documents are required to be uploaded into the SAC Upload Center:

- **SAC COMPOSITION**
- **SAC BYLAWS**
- **SAC AGENDAS**
- **SAC SIGN-IN SHEETS**
- **SAC MINUTES**
- **WAIVER DOCUMENTATON FOR NEW AND CONTINUING WAIVERS**

SIP QUARTERLY REVIEW

➢ **The SIP is a document that is subject to revision and changes.**

➢ **All documentation within the plan will be reviewed quarterly.**

➢ **Noted deficiencies will be directed to the Principal and the SAC chair(s).**

MAKE SURE YOUR SCHOOL WEBSITE INFORMS CUSTOMERS ABOUT THE SCHOOL IMPROVEMENT PROCESS

SCHOOL IMPROVEMENT INFORMATION FOR SCHOOL WEBSITES

SOME OF THE BASIC SCHOOL IMPROVEMENT INFORMATION THAT NEEDS TO BE POSTED ON ALL SCHOOL WEBSITES:

- ➢ **Dates, Times and Locations of all School Advisory Council (SAC) Meetings**
- ➢ **School Advisory Council (SAC) By Laws**
- ➢ **Agendas & Minutes for School Advisory Council Meetings (SAC)**
- ➢ **Link to SIP: https://www.browardschools.com/Page/35378**
- ➢ **Dates and Times of all School Advisory Forum (SAF) Meetings**
- ➢ **School Advisory Forum (SAF) Bylaws**
- ➢ **Agendas & Minutes for School Advisory Forum Meetings**
- ➢ **Dates, Times and Locations of Area Advisory Meetings: https://www.browardschools.com/Page/35325**

HELPFUL HINTS:

- ➢ **Do not list as SAC/SAF**
- ➢ **Use the complete title of each entity and list separately**
- ➢ **Descriptions of SAC and SAF should be from board policies 1403 & 1.3**

HAVE A SAFE & SUCCESSFUL FIRST QUARTER!

Questions? Call Kelli Blackburn, Coordinator of School Improvement 754-321-3636