



## OFFICE OF SERVICE QUALITY

# SCHOOL IMPROVEMENT INFORMATION GUIDE Quarter 4 | 2021 – 2022

This guide was created to provide schools with SIP information to share with stakeholders and to use for SIP training purposes. We are available to provide as much support as needed to 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



# TOPICS

**1.**  
**SCHOOL  
IMPROVEMENT  
QUARTER 4 EVENTS  
& DEADLINES**

**2.**  
**CONTINUATION  
WAIVERS**

**3.**  
**SIP & SAC  
QUARTER 4  
REMINDERS**

**4.**  
**SCHOOL  
IMPROVEMENT  
PREPLANNING  
FOR 2022-2023**

**5.**  
**DISTRICT  
DEPARTMENT  
PLANS & SUPPORT  
FOR 2022-2023**

**6.**  
**2021-2022 SCHOOL  
IMPROVEMENT  
CLOSEOUT &  
SUPPORT**




# **1. SCHOOL IMPROVEMENT QUARTER 4 EVENTS & DEADLINES**



# SIP EVENTS/DEADLINES 2021-22

## QUARTER 4

DEADLINES	EVENTS
<b>March 1, 2022 - April 29, 2022</b>	<b>2021-2022 BCPS Customer Survey: Cognia eProve Survey</b> This is an online survey for school stakeholders to complete with completion rate targets of 20% for parents, 40% for students, and 60% for teachers.
<b>March 29, 2022</b>	<b>SIP Information for Quarter 4 - Power Point</b> posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a> <b>Topics:</b> School Improvement Quarter 4 Events & Deadlines, Continuation Waivers, SIP & SAC Quarter 4 Reminders, School Improvement Preplanning for 2022-2023, District Department Plans & Support for 2022-2023, and 2021-2022 SIP/SAC Closeout & Support
<b>April 22, 2022</b>	<b>Continuation Waivers Updated Applications</b> All documentation required for continuation of a waiver should be completed in the <b>Waiver Database</b> & uploaded in the <b>SAC Upload Center</b> .
<b>March 28, 2022 – June 3, 2022</b> 	<b>SAC Upload Center Requirements</b> Ensure <b>ALL</b> 1 <sup>st</sup> thru 4 <sup>th</sup> Quarter (Aug. thru Jun.) SAC Meeting Agendas, Minutes (in draft form <b>for May and June only</b> if not yet approved by SAC), and Attendance Forms have been uploaded as PDFs in the SAC Upload section of the BCPS SIP <b>prior to the end of the school year</b> .



# 2.

# CONTINUATION WAIVERS



# CONTINUATION WAIVERS 2021-2022

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

- **Continuation Waivers** must be updated yearly, and waiver documentation must be completed by April 22, 2022.
  - Schools granted a waiver shall conduct a faculty vote annually on whether to continue the waiver in accordance with the procedures set forth in Article Fifteen of the SBBC/BTU Contract. A continuation of a previously approved waiver must include an evaluation, (including relevant data, when appropriate), that substantiates that the waiver is resulting in improvement of the projected outcomes.
- **Professional Study Day (PSD) Dates for 2022- 2023** will be announced.
- **Voting** must be conducted in accordance with Article Fifteen of the SBBC/BTU Contract.
  - **Time Frame:** All waiver requests must be presented in writing to the faculty not less than three (3) workdays before the official secret ballot vote is conducted.
  - **Notice of Election Day:** The date for the written ballot will be announced not less than twenty-four (4) hours prior to election day and will be conducted at the school.
    - Any bargaining unit member who will be on an approved leave of absence on the day of the official vote shall be provided the opportunity to vote prior to the scheduled official vote as long as the final waiver language is available for review by the affected employee.
    - Absent employees who return to work not later than one (1) workday after the election may procure an absentee ballot at the school, fill it out at the school and turn it in to the person selected by the faculty to conduct the vote.
  - **Secret Ballot Vote:** The vote shall be conducted through a secret ballot conducted by a bargaining unit representative chosen by the entire faculty who shall be responsible for securing ballots during this time. The principal and a representative of the Broward Teachers Union shall be official observers of the election and ballot counting.
    - Waiver request must be approved by 66 2/3 percent of the bargaining unit members in the school and not just those in attendance at the voting meeting. If the waiver does not affect the entire school, then a vote of 66 2/3 percent of the affected bargaining unit members is necessary.

[CLICK HERE To  
Access Article 15](#)



# **3. SIP & SAC QUARTER 4 REMINDERS**



# REQUIRED SAC DOCUMENTATION

As we move into the 4<sup>th</sup> quarter, make sure the documents below are uploaded and remain in the SAC Upload Center in the BCPS SIP. If changes are made to any documents, upload the revised copies upon completion.

- **SAC Composition** (by Oct. 8, 2021, and if changes are made during the school year)
- **SAC Bylaws** (by Oct. 8, 2021)
- **SAC 21-22 Meeting Dates** (by Sept. 30, 2021)
- **SAC Agendas** (Monthly)
- **SAC Sign-in Sheets** (Monthly)
- **SAC Minutes** (Monthly in draft form if not yet approved by SAC)
- **Waiver documentation for New Waivers** (by Dec. 10, 2021, for the New Waiver Intent to Apply Form and by Feb. 4, 2022, for New Waiver Applications only if the Intent was submitted)
- **Continuation Waivers** (by April 22, 2022, upload all required documentation)

**\*PDF all documents before uploading**





# SAC MEETING REMINDERS

1. Meetings are held at school sites at a convenient time and location that will encourage participation of all stakeholders.

Agendas must be established prior to advertising the meeting.

3. Schools may choose to utilize Teams along with the live meeting. However, a quorum, 51% of SAC, must be met in person.

The meeting link must be included in the meeting notice.

2. All meetings must be advertised at least three days in advance and are subject to the Sunshine Law.

The meeting notice must plainly state the agenda, time, and location of the meeting.

4. Attendance and minutes must be taken at all meetings.

Upload PDF copies of the agenda, approved minutes (draft if not approved), and attendance in the BCPS SIP SAC Upload Center monthly.

5. For meetings use the:

- [SAC Agendas Template @ https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13618/SAC-Agenda-and-Minutes-Guidelines-12-5-2016.pdf](https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13618/SAC-Agenda-and-Minutes-Guidelines-12-5-2016.pdf)
- [SAC Sign-in Sheets from the online SAC Composition Program @ https://www.browardschools.com/Page/37642](https://www.browardschools.com/Page/37642)
- [SAC Minutes Template @ https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13618/SAC Meeting Minutes Template.pdf](https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13618/SAC%20Meeting%20Minutes%20Template.pdf)



# ACCOUNTABILITY FUNDS | SESIR | SIP

## on Monthly SAC Agendas & in Minutes

Accountability Funds - Outstanding fund balances must be listed on SAC meeting agendas each month until all funds are expended. To vote on spending funds, a quorum (51% of total SAC members) must be met, and voting must be conducted early in the meeting.

- The SAC agenda must be detailed and include:
  - The total amount requested
  - A description of the items or services requested
  - The total cost of each item or service
- The SAC minutes must include:
  - A description of the items or services requested
  - The total amount requested and the cost of each item or service
  - All motions, including maker of the motion, the person seconding
  - The results of the vote and any decisions made about spending the accountability funds

School Environmental Safety Incident Reporting (SESIR) data is a standing item on the SAC meeting agenda and in the minutes each month (see September 30, 2021 PIVOT memo regarding SESIR data).

- Pursuant to F.S. 1002.20, parents of public-school students have a right to access school safety and discipline incidents as reported to s. 1006.07(9).

The School Improvement Plan (SIP) is a standing item on the SAC meeting agenda and in the minutes each month to discuss and update stakeholders on the progress of the school's SIP goals.



# MAKE SURE YOUR SCHOOL WEBSITE REFLECTS ALL SCHOOL IMPROVEMENT PROCESSES

## SOME OF THE BASIC SCHOOL IMPROVEMENT INFORMATION THAT SHOULD 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 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
- Descriptions of SAC and SAF should be from Board Policies 1403 & 1.3



# 4. SCHOOL IMPROVEMENT PLANNING FOR 2022-2023



# COMMUNICATE SAC PURPOSE

## ROLE OF SAC IS TO 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 the funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.
- Each SAC will operate using established administrative guidelines, as determined by the Superintendent.



# 2022-2023 SIP EVENTS AND DEADLINES

## QUARTERS 1 AND 2

DEADLINES	EVENTS
August 8, 2022	<b>SIP Information for Quarter 1 – PowerPoint posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a></b> <b>Topics:</b> School Improvement Plan Information for BCPS and FLDOE SIPs, SAC Composition Report, SAC & SAF Bylaws, 2021-2022 Cognia eProve Survey Results, 2021-2022 BCPS SIP Closeout, New Waivers, District Department Plans within the BCPS SIP, SAC Policy Compliance, and Conducting SAC Meetings
August 31, 2022	<b>Input End of Year Results for the 2021-2022 BCPS SIP</b> Schools that entered a Literacy Goal and Lowest Subgroup Goal (if applicable) in the 2021-2022 BCPS SIP in OSPA Central V2.0 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. <b>Note: This does not apply to schools that complete an FLDOE SIP.</b>
September 30, 2022	<b>2022-2023 SIP Completed in OSPA Central V2.0</b> All schools will complete the entire 2022-2023 BCPS SIP Template in OSPA Central V2.0 by uploading SAC Documents, RtI and PLC Meeting Schedules/Dates, Title 1 Addendum (if applicable), all District Department Plans, etc. <b>Note: Schools required to complete the FLDOE SIP will do so via <a href="https://floridacims.org">floridacims.org</a> along with completing the BCPS SIP requirements.</b>
October 7, 2022	<b>2022-2023 SAC Composition Report and SAC &amp; SAF Bylaws</b> Complete and upload each document in the SAC Upload Center of the BCPS SIP in OSPA Central V2.0.
August 16, 2022 – October 21, 2022 ★	<b>SAC Upload Center Requirements</b> Ensure ALL 1 <sup>st</sup> Quarter (Aug. 16 <sup>th</sup> thru Oct. 21 <sup>st</sup> ) SAC Meeting Agendas, Minutes (in draft form if not yet approved by SAC), and Attendance Forms have been uploaded as PDFs in the SAC Upload section of the BCPS SIP <b>prior to the end of the quarter.</b>
October 21, 2022	<b>SIP Information for Quarter 2 - PowerPoint posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a></b> <b>Topics:</b> Monitoring SIP, SAC Meeting Structure utilizing Roberts Rules of Order & Sunshine Law, A+ Process (if applicable), Continuation Waivers, and Mid-Year Reflection
November 10, 2022	<b>New Waiver Intent to Apply Form</b> Schools applying for a <i>new waiver</i> or schools that have a <i>waiver ending</i> in 2022-2023 that stakeholders wish to continue can access the form at <a href="https://www.browardschools.com/Page/35407">https://www.browardschools.com/Page/35407</a> , complete it, then email it to the School Improvement Coordinator.
October 24, 2022 – January 13, 2023 ★	<b>SAC Upload Center Requirements</b> Ensure ALL 2 <sup>nd</sup> Quarter (Oct. 24 <sup>th</sup> thru Jan. 13 <sup>th</sup> ) SAC Meeting Agendas, Minutes (in draft form if not yet approved by SAC), and Attendance Forms have been uploaded as PDFs in the SAC Upload section of the BCPS SIP <b>prior to the end of the quarter.</b>



# 2022-2023 SIP EVENTS AND DEADLINES

## QUARTERS 3 AND 4

DEADLINES	EVENTS
January 13, 2023	<b>SIP Information for Quarter 3 - PowerPoint posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a></b> <b>Topics:</b> School Improvement Updates, 2022-2023 Cognia eProve Customer Survey, SIP Mid-Year Reflection, SAC Composition Report, Accountability Funds (if applicable), District Department Updates, and SIP Support
January 20, 2023	<b>Mid-Year Reflection (All schools complete with the leadership team and review with SAC)</b> Schools that entered a Literacy Goal and Lowest Subgroup Goal (if applicable) in the 2022-2023 BCPS SIP will access and compete the Mid-Year Reflection online using the link in the “Mid-Year Reflection” column of the “Goals, Strategies and Activities” section of BCPS SIP within OSPA Central V2.0. <b>Note: Schools completing an FLDOE SIP must complete the Mid-Year Reflection in Florida CIMS.</b>
February 1, 2023	<b>A+ Fund Plans (If applicable for 2022-2023)</b> Qualifying schools must complete and upload all documentation in the BCPS SIP in OSPA Central V2.0.
February 3, 2023	<b>New Waiver Applications</b> Complete the application in the Waiver Database and submit signed copies to the School Improvement Coordinator for approval.
January 17, 2023 – March 17, 2023	<b>SAC Upload Center Requirements</b> Ensure ALL 3 <sup>rd</sup> Quarter (Jan. 17 <sup>th</sup> thru Mar. 17 <sup>th</sup> ) SAC Meeting Agendas, Minutes (in draft form if not yet approved by SAC), and Attendance Forms have been uploaded as PDFs in the SAC Upload section of the BCPS SIP <b>prior to the end of the quarter.</b>
March 1, 2023 – April 28, 2023	<b>2022-2023 BCPS Customer Survey: Cognia eProve Survey</b> This is an online survey for all school stakeholders to complete with completion rate targets of 20% for parents, 40% for students, and 60% for teachers.
March 27, 2023	<b>SIP Information for Quarter 4 - PowerPoint posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a></b> <b>Topics:</b> School Improvement Planning for 2023-2024, Writing SIP Goals, Plan Organization, Elections of SAC members for next school year, and 2022-2023 SIP/SAC Closeout and Support
April 14, 2023	<b>Continuation Waivers Updated Applications</b> All documentation required for the continuation of a waiver should be completed and uploaded in the Waiver Database.
March 27, 2023 – June 2, 2023	<b>SAC Upload Center Requirements</b> Ensure ALL 4 <sup>th</sup> Quarter (Mar. 27 <sup>th</sup> thru Jun. 2 <sup>nd</sup> ) SAC Meeting Agendas, Minutes (in draft form <b>for May and/or June only</b> if not yet approved by SAC), and Attendance Forms have been uploaded as PDFs in the SAC Upload section of the BCPS SIP <b>prior to the end of the school year.</b>



# 2022-23 BCPS SCHOOL IMPROVEMENT PLAN

## SIP REQUIREMENTS

- BCPS & FLDOE SIPs (if applicable) should be the collaborative work of the school leadership team with input from all stakeholders.
- BCPS SIPs and district plans must be completed by all schools and uploaded by September 30, 2022.
- The BCPS & FLDOE (if applicable) SIPs are required to be presented at the first SAC meeting following elections.
- The progress of the SIP should be discussed regularly at SAC meetings.

## \*DISTRICT DEPARTMENT PLANS

- All District Department Plans in the BCPS SIP are Word documents that can be downloaded from the SIP template in OSPA Central 2.0.
- 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.

## BCPS SCHOOL IMPROVEMENT PLAN COMPONENTS (Subject to Change)

SCHOOL INFORMATION		SAFE AND SUPPORTIVE ENVIRONMENT	
<ul style="list-style-type: none"> <li>• School Name</li> <li>• School Grade</li> <li>• Title 1 School</li> <li>• School Improvement (SI)</li> </ul>	<ul style="list-style-type: none"> <li>• School of Excellence</li> <li>• ESSA School</li> <li>• RAISE</li> <li>• Executive Summary</li> </ul>	<ul style="list-style-type: none"> <li>• *Professional Learning Communities (PLCs)</li> <li>• *Response to Intervention (MTSS/RtI) Plan</li> <li>• *Social Emotional Learning (SEL)</li> <li>• *School-wide Positive Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• *Attendance Plan</li> <li>• *School Counseling Plan</li> <li>• *Equity Plan</li> <li>• *Best Practices In Inclusive Education (BPIE)</li> </ul>
SCHOOL BUDGET SIGNATURE PAGE		EFFECTIVE COMMUNICATION	
HIGH QUALITY INSTRUCTION		<ul style="list-style-type: none"> <li>• SAC Documentation</li> <li>• Cognia eProve Survey Results</li> <li>• *Family and Community Engagement Plan (FACE)</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Warning Systems</li> <li>• School Report Card</li> <li>• Goals, Strategies, &amp; Activities</li> </ul>	<ul style="list-style-type: none"> <li>• *Title 1 Addendum</li> <li>• *K-12 Comprehensive Reading Plan</li> </ul>		





# SIP: SCHOOL INFORMATION & BUDGET

## ➤ SCHOOL INFORMATION

- **School Name** (Prepopulated)
- **School Grade** (Prepopulated)
- **Title I School** (Prepopulated)
- **School Improvement (SI)** (Prepopulated)
- **School of Excellence** (Prepopulated)
- **ESSA School** (Prepopulated)
- **RAISE** (Prepopulated)
- **Executive Summary** (Upload)

- SCHOOL BUDGET SIGNATURE PAGE The school's Budget Signature Page must be signed and uploaded.



# SIP: HIGH QUALITY INSTRUCTION

- **Early Warning Indicators** (Data Prepopulated)  
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** (Prepopulated from FLDOE EduData: [edudata.fl DOE.org](http://edudata.fl DOE.org))  
To see subgroup data: Click on School Report Cards, enter the district name and chose the school from the dropdown 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.
- **Goals, Strategies, and Activities** (This section is for NON-SI, ESSA, and RAISE Schools Only)
  - Goal - Must be SMART goals based on current data. Need at least a Literacy Goal and a Lowest Subgroup Goal
  - Strategy/Activities - Clearly defined for each goal
  - Person(s) Responsible – Administrator assigned
  - Deadline – Realistic date for goal attainment
  - Professional Development – May or may not be needed
  - Budget – Must show how Accountability Fund is being spent
  - Monitoring – Tool or process to monitor progress
  - Results – Necessary to determine goal attainment
- **FLDOE SIP** (Required for SI, ESSA, and RAISE Schools via <https://www.floridacims.org/>)  
A Literacy Goal and Lowest Subgroup Goal must be completed (This information is subject to change per SBBC Policy and/or FLDOE guidelines.).
- **Title 1 Addendum** (See slides in the Department Plans section of this PowerPoint)
- **K-12 Comprehensive Reading Plan** (See slides in the Department Plans section of this PowerPoint)



# SIP: SAFE & SUPPORTIVE ENVIRONMENT

- **Professional Learning Communities (PLC)**  
Schools will input the 2022-23 PLC meeting schedule in the text box.
- **District Plans** (See the relevant slides in the Department Plans section of this PowerPoint)
  - Response to Intervention (MTSS/Rtl) 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)

# SIP: EFFECTIVE COMMUNICATION

- **SAC Documentation**  
Schools upload all SAC documentation in PDF format in the SAC Upload Center: Approved Minutes (draft if not yet approved), sign-in sheets (SAC members and guests), SAC Composition, SAC Bylaws, all SAF documentation, Waiver Applications, A+ School Recognition Documentation (if applicable), etc.
- **Cognia eProve Survey Results**  
Schools will upload a PDF copy of the 2021-22 Parent, Staff, & Students Survey Reports from: <https://www.myjourney.Cognia.org/>. Schools will respond in text box and explain the specific activities in which your school will participate to increase your ratings.
- **Family and Community Engagement Plan (FACE)** (See the relevant slides in the Department Plans section of this PowerPoint)



# SIP: ESSA FLDOE SIP REQUIREMENT

## ➤ FLDOE SIP

- FLDOE SIP is required for SI, ESSA, and RAISE designated schools.
- FLDOE SIP is located at: <https://www.floridacims.org/>.
- The ESSA List of schools list is posted annually at <http://www.fldoe.org/academics/essa.stml>.
- The list contains the school's Federal Index, overall ESSA status (comprehensive (CSI) or targeted (TSI) support and improvement), and the subgroups identified for support.

## ➤ ESSA (Every Student Succeeds Act) Subgroups

Major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, and two or more races), Students with Disabilities (SWD), English Language Learners (ELLs), and Economically Disadvantaged Students.

## ➤ Locating ESSA Subgroup Data

ESSA 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.

**\*This information is subject to change per SBBC Policy and/or FLDOE guidelines.**



# ESSA CALCULATIONS FOR FPPI

**Table 16. Federal Percent of Point Index**

ESSA Indicator	Florida Component	Points
<b>Elementary Schools</b>		
Academic Achievement (200 points)	English Language Arts (ELA) Achievement	100 points
	Mathematics Achievement	100 points
Academic Progress (400 points)	Learning Gains ELA	100 points
	Learning Gains Mathematics	100 points
	Learning Gains Lowest 25% ELA	100 points
	Learning Gains Lowest 25% Mathematics	100 points
School Quality or Student Success (100 points)	Science	100 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points
<b>Middle Schools</b>		
Academic Achievement (180 points)	English Language Arts (ELA) Achievement	100 points
	Mathematics Achievement	80 points
Academic Progress (400 points)	Learning Gains ELA	100 points
	Learning Gains Mathematics	100 points
	Learning Gains Lowest 25% ELA	100 points
	Learning Gains Lowest 25% Mathematics	100 points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	Middle School Acceleration Mathematics Achievement (20 points) Acceleration Success (100 points)	120 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points
<b>High Schools</b>		
Academic Achievement – including Student Growth (600 points)	English Language Arts (ELA) Achievement	100 points
	Mathematics Achievement	100 points
	Learning Gains ELA	100 points
	Learning Gains Mathematics	100 points
	Learning Gains Lowest 25% ELA	100 points
	Learning Gains Lowest 25% Mathematics	100 points
Graduation Rate (80 points)	4-Year Graduation Rate (ACGR)	80 points
School Quality or Student Success (320 points)	Science	100 points
	Social Studies	100 points
	College and Career Acceleration 4-Year Graduation Rate (ACGR) (20 points) Acceleration Success (100 points)	120 points
Progress in Achieving English Language Proficiency (ELP) (100 points)	ELP Progress	100 points

\*This information is subject to change per SBBC Policy and/or FLDOE guidelines.



# ELP PROGRESS COMPONENT

## English Language Proficiency (ELP) Component

- The ELP Progress component is worth 100 points and is based on the percentage of students who met one of the following progress criteria for the WIDA ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or the Alternate ACCESS for ELLs.
- Additional details may also be accessed on pages 15 through 16 of the State Plan at <http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>.
- The ELP Progress component is worth 100 points and is based on the percentage of students who met one of the following progress criteria for the WIDA ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or the Alternate ACCESS for ELLs.
- Additional details may also be accessed on pages 15 through 16 of the State Plan at <http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>.

**\*This information is subject to change per SBBC Policy and/or FLDOE guidelines.**



# ESSA SUPPORT FOR SCHOOLS

## Universal Supports (Tier 1, TSI, Years 1-3)

- General, statewide support designed to inform, assist and improve results, including:
- Technical Assistance and Professional Development
- Size-alike or issue-alike problem-solving groups
- Access to posted resources
- Best Practices for Inclusive Education Assessment Plan (BPIE)
- District ELL Plan
- K-12 Comprehensive Reading Plan
- Directors' conference calls
- FDOE/LEA ensures improvement plans are completed, there is focus on affected subgroups, and there is alignment to resources and professional development opportunities

## ESSA Resources

- The ELP Progress component is worth 100 points and is based on the percentage of students who met one of the following progress criteria for the WIDA ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or the Alternate ACCESS for ELLs.
- Additional details may also be accessed on pages 15 through 16 of the FLDOE ESSA State Plan at <http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>.

**\*This information is subject to change per SBBC Policy and/or FLDOE guidelines.**



# **2022-23 School Improvement Plan Executive Summary and SMART Goals for Literacy and ESSA**





# UPDATE YOUR SCHOOL'S COGNIA EXECUTIVE SUMMARY for 2022-2023



Executive Summary for **(Type name of school here)**

**All schools are required to review the Cognia Executive Summary at the beginning of each school year. Revisions should be made, if needed, to reflect changes experienced in the last three years.**

- 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.
- Identify unique features and challenges that are associated with the community/communities the school serves.

**Go to <https://www.browardschools.com/Page/37659>**

- Download the Cognia Executive Summary (Located on the right side of the webpage in the Cognia section).
- The School Leadership Team should review and update the Executive Summary if needed.
- The Executive Summary should be presented to SAC for input.
- Upload the final Executive Summary to the 2022-2023 BCPS SIP in the fall by September 30, 2022.





## 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)



# WRITING SIP SMART GOALS

## SMART Goals Need to Be:

- **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?



# MANDATORY LITERACY GOAL

## LITERACY GOAL

All schools must have a Literacy Goal as required by SBBC Policy.

## REFERENCE

Be sure to read Broward K-12 Comprehensive Research Based Reading Plan located at:  
[BCPS 2021 2022 Reading Plan](#)

## GOALS

Goals are 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

**\*This information is subject to change per SBBC Policy and/or FLDOE guidelines.**



# ESSA 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

\*This information is subject to change per SBBC Policy and/or FLDOE guidelines.



# **School Advisory Council Membership for 2022-23**



# SAC MEMBERSHIP RULES

- Each school is required to establish a School Advisory Council (SAC) that is representative of the population served by the school. Per State statute (S 1001.452) a majority of the SAC members cannot be employees of the Broward County Public Schools.
- SAC members must be elected by their peer groups (teachers by teachers, parents by parents, etc.). The business and community representatives are selected by the principal and approved by the SAC.
- Once the SAC is established, its members elect their officers. Each SAC must have a SAC Chair or Chairs, a secretary, and a parent member designated as I-Zone representative. Other officers are elected according to each SAC's bylaws.
- SAC membership is entered online in the SAC Membership/Attendance system. This creates a SAC Composition Report.
- The SAC Composition Report of each School Advisory Council should be uploaded to the SAC Upload Center in OSPA Central 2.0 in the BCPS SIP by October 7, 2022.
- Changes in SAC membership during the year must be reflected in the SAC meeting minutes, entered in the Online SAC Membership/Attendance System, and uploaded to the SAC Upload Center in OSPA Central 2.0 in the BCPS SIP.



# SBBC POLICY 1403 A 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 (S 1001.452) 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.).

## SAC Members Must Include:

- Principal
- Teachers
- SAC Chairperson(s)
- BTU Steward (or designee)
- Parents
- Innovation Zone Representative (must be a parent)
- SAF Chairperson (or designee – must be a parent)
- ESOL Representative (must be a parent of a student an ELL student at the school; required if school has 10 or more ESOL students)
- ESE Representative (must be a parent of an ESE student at the school; required if school has 10 or more ESE students)
- Gifted Representative (must be a parent of a Gifted student at the school; required if school has 10 or more Gifted students)
- Pre-K Representative (if applicable - parent or certified teacher)
- Non-Instructional Support Employees
- Community/Business Representatives (appointed by the principal and approved by SAC)
- Students (required on high school & adult/technical center, optional at the middle school)
- Community School Representative (if applicable)
- Other officers are elected according to each school's SAC bylaws

**\*SAC positions for parents should be listed on all forms of communication utilized by the school, especially the school website.**





# SAC BYLAWS STATE MEMBERSHIP RULES

## ARTICLE III. MEMBERSHIP

- 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 a one to three 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 MEMBERSHIP FAQ

## ➤ Can a SAC member hold more than one position on the School Advisory Council?

- A SAC member can hold more than one position on the School Advisory Council, but SAC must also ensure that it is compliance with state statutes for SAC Representation and Elections, Voting Procedures, and Tenure. Section 1001.452(1)(a) of the Florida Statutes (2021) outlines the following key elements:
  - The SAC membership must be representative of the ethnic, racial, and economic community served by the school.
  - The majority (at least 51 percent) of SAC members must be non-school district employees.
  - Each advisory council is required to be composed of the principal and an appropriately balanced number of teachers, education support employees, students (only required for career centers and high schools), parents, and other business and community citizens.

## ➤ 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?

- The membership group is determined by the method in which the person came to be a member. Using the example above, if a person is both a teacher and parent, their membership on SAC would be determined by the group that elected them (teachers or parents). Note: the individual does not need to be elected by both groups in order to serve.
- The method by which a membership category is determined does not exempt a SAC from adhering to composition requirements outlined in law (i.e., having less than 50 percent of district staff serving on the SAC).

## ➤ If an individual falls into more than one membership category (e.g., is a Non-Instructional Employee and business citizen), do they get a vote for each position held?

- Although a SAC member may hold more than one position on the School Advisory Council, the member only votes one (1) time on SAC related business.



# **5. DISTRICT DEPARTMENT PLANS IN BCPS SIP & SUPPORT 2022-23**



# DISTRICT PLANS SUPPORT

The following contacts can assist with departmental components of the SIP:

- **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:** Shavonda Mitchum 754-321-1706
- **ATTENDANCE PLAN:** Ascellia Arenas 754-321-1623
- **SCHOOL COUNSELING PLAN:** Danny Tritto 754-321-1677
- **EQUITY PLAN:** Tom Albano 754-321-1600
- **BPIE:** Bari Aronson 754-321-3400
- **FAMILY AND COMMUNITY ENGAGEMENT PLAN (FACE):** Aneatra King 754-321-1599
- **TITLE I:** Adriana Karam 754-321-1417



# K-12 COMPREHENSIVE READING PLAN 2022-2023

DISTRICT CONTACT:

Mildred Grimaldo, Director

Literacy Department: 754-321-1866




# K-12 Comprehensive Reading Plan 2022-2023

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 in the B.E.S.T. English Language Arts Standards. All Schools are expected to review the District's state approved K12 Comprehensive Reading Plan with the school's Literacy Leadership Team and all members of the Collaborative Problem-Solving Team at the beginning of each school year and as needed.

The School Liaison/Designee will need to download the three templates and collaborate with School Principal to complete and upload.



# These three documents need to be completed and uploaded into the BCPS 2022-2023 SIP K-12 Comprehensive Reading Plan



## School Improvement Plan K-12 Comprehensive Reading Plan

2022-2023

### Steps to Schedule K12 Reading Plan Meeting Agenda and COLLEAGUE TEAMS Attendance

The K-12 Comprehensive Evidence-Based Reading Plan (6A.6.053) describes the role of administration (both district and school level), professional development, curriculum, and instruction in the improvement of student learning in the B.E.S.T. English Language Arts Standards. All Schools are expected to review and approve the K-12 Comprehensive Reading Plan with the School's Literacy Leadership Team and all members of the Collaborative Problem-Solving Team teachers, support staff and parents at the beginning of each school year.

**The School's SIP liaison in collaboration with the School's Principal will meet this requirement:**

**Step 1:** School's SIP liaison/designee shares these steps with the school principal.

**Step 2:** The school principal schedules a virtual or in-person meeting on or before September 30, 2021 to review the requirements of the 2021-2022 K-12 Comprehensive Reading Plan with the Literacy Leadership Team and Collaborative Problem-Solving Team (requirements may be different in each team).

**Step 3:** Schools' SIP Liaison and/or School Principal are to access the Reading Plan and Reading Decision Charts found under the BCPS Resources to share and review with all stakeholders during the school improvement meeting.

**Step 4:** Prior to the September 30, 2021 deadline, SIP liaison/designee will attach the meeting agenda and sign-in sheet or TEAMS attendance sheet to the Literacy Leadership Team and members of Collaborative Problem-Solving Team to review the components of the K-12 Comprehensive Reading Plan implementation for K-5 and/or 6-12 as described in the plan.



## School Improvement Plan K-12 Comprehensive Reading Plan

2022-2023

### School's K-12 Comprehensive Reading Plan Requirements Contact Person

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 in the B.E.S.T. English Language Arts Standards.

**Directions:** After reviewing all sections of the K-12 Reading Plan with your Literacy Leadership Team and Collaborative Problem-Solving Team, complete the chart below to indicate which member of your team will be the contact person for each of the plan's requirements listed on the chart.

K-12 Comprehensive Reading Plan – Literacy Leadership Team/CPS Team		
Name of School		
Principal's Name		
Plan Requirements	Contact Person	Title
Monitor whole Group and Small Group		
Differentiated Instruction in K-5 uninterrupted 90-Minute Reading Block		
Use reading decision charts to schedule students in need of Tier 2 or Tier 3 levels of support to appropriate intervention course. (Students will be reported by IT during Survey 2 and Survey 3).		
Reference K-12 reading plan to use evidence-based instructional and supplemental materials with significant effect on improving student achievement.		
Ensure that all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based		
Progress Monitor students receiving targeted and supplemental (Tier 2) and intensive reading interventions (Tier 3)		
Engage in data chats using reading assessments listed on plan.		
Ensure teachers teaching intensive reading (Tier 3) are reading endorsed or reading certified		
Ensure literacy instruction is incorporated into content areas to build discussions of text in order to deepen understandings		
Implement the JRF Coaching Model Requirements (Literacy Coach)		
Provide and Monitor Differentiated Professional Development opportunities for teachers including Professional Learning Communities and reading instruction.		



## School Improvement Plan K-12 Comprehensive Reading Plan

2022-2023

### Members of School's Literacy Leadership Team/Collaborative Problem-Solving Team

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 in the B.E.S.T. English Language Arts Standards. All Schools are expected to form and maintain a Literacy Leadership Team, consisting of a school administrator, reading coach, media specialist, lead teachers, and other relevant team members, as applicable in accordance with revised State Rule 6A-6.053.

**Directions:** List all members of your School's Literacy Leadership Team and Collaborative Problem-Solving Team.

Literacy Leadership Team Members	Title

Collaborative Problem-Solving Team Members	Title







## Student Support Initiatives & Recovery

# Self-Assessment of Multi-Tiered Systems of Support (SAM)



## MTSS/RtI Action Plan

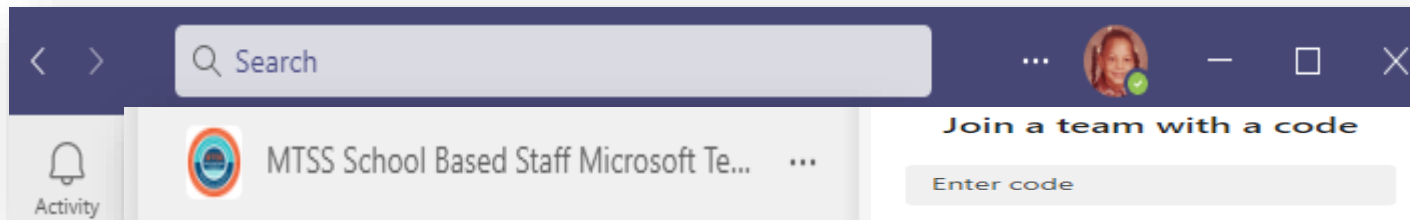


# Thank You For Joining Us!



## Please Join the MTSS School-Based Staff Microsoft TEAM Channel

1. In the Microsoft TEAMS App, Click “Join or Create Team “



2. Type in code: **ma631z3**

3. You will have immediate access to the TEAM Channel without waiting for approval.

## Please Join the MTSS School-Based Staff Yammer

1. [BCPS MTSS School Based Staff Yammer Group \(Internal\)](#)



# Florida's MTSS Recognized Schools

PURPOSE: TO RECOGNIZE THE EFFORT OF BUILDING AND SUSTAINING A MULTI-TIERED SYSTEM OF SUPPORTS FRAMEWORK IN FLORIDA'S SCHOOLS  
SPONSORED BY FLORIDA'S PS/RTI PROJECT



**To be considered, schools must:**

- COMPLETE INTEREST SURVEY (OPTIONAL)
- COMPLETE SELF-ASSESSMENT OF MTSS IMPLEMENTATION
- COMPLETE END-OF-YEAR SURVEY & SUBMISSION OF MTSS HANDBOOK
- DEMONSTRATE AT LEAST 70% OF STUDENTS MAKING ELA LEARNING GAINS

Visit our [Florida's MTSS Recognized Schools Thinkific module](#) to get started!



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.

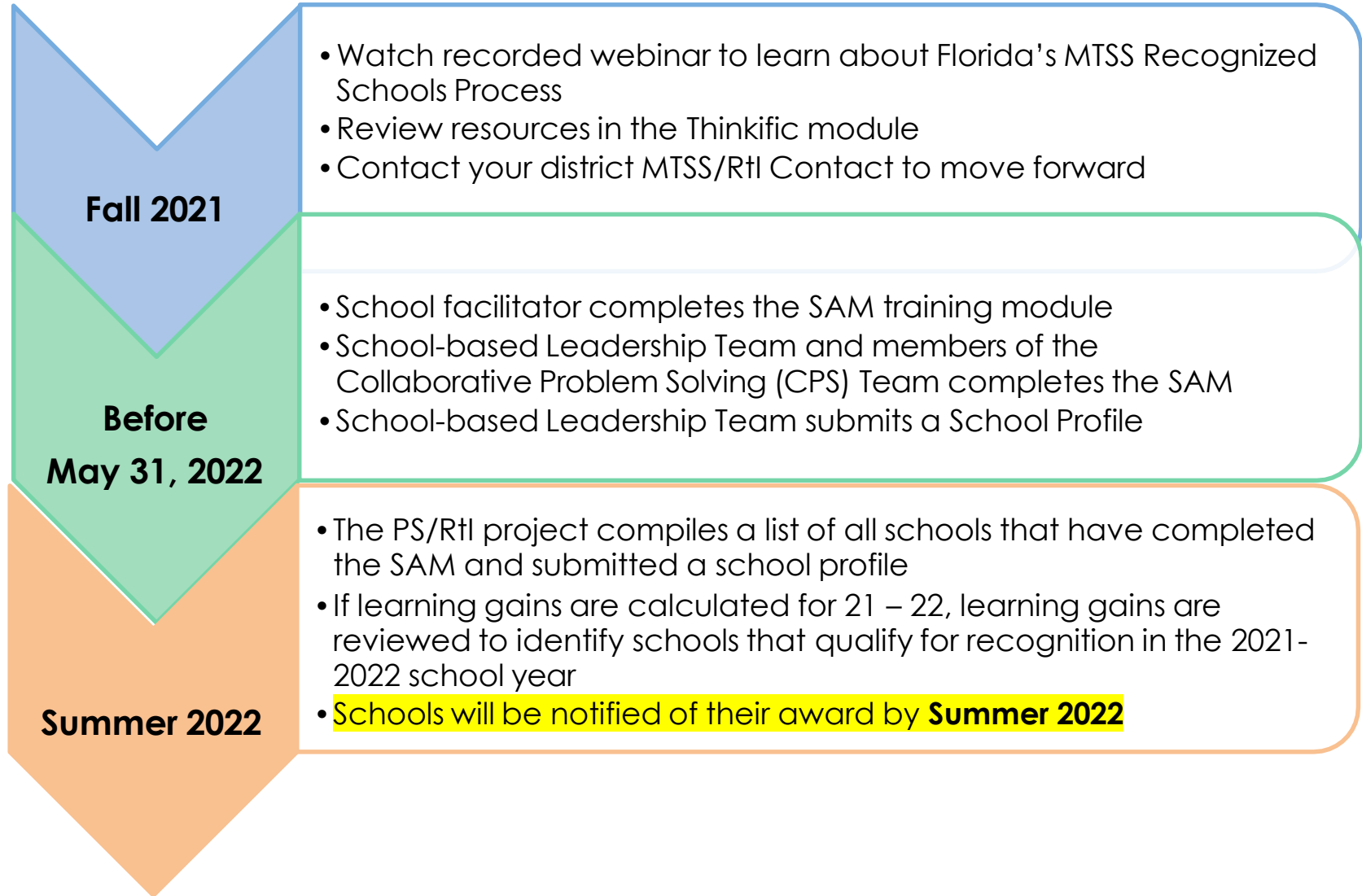
[Click Here For Course](#)

[Frequently Asked Questions](#)

(Optional process)



# MTSS Recognized School Timeline



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

1. **MTSS/RtI Contact(s)** for your school leads the SAM assessment process
2. CPS Team reviews the previous year SAM report; uses the SAM assessment and endnotes to complete the SAM Scoring Sheet
3. Each CPS Team member completes one (1) independent scoring sheet, then collaborates with CPS Team
4. The CPS Team collaborates to reach consensus and completes **one (1) summary scoring sheet**
5. The MTSS/RtI Contact **must email the one (1) summary scoring sheet** to [bcpsmtssrti@browardschools.com](mailto:bcpsmtssrti@browardschools.com)  
Format: School Name\_SAM\_2022  
**E.g., Happy High School\_SAM\_2022**
6. Your District MTSS/RtI Instructional Facilitator will enter your SAM Scoring Sheet data
7. **Complete the SAM by May 31, 2022**

School Name:  School Number:  **SAM Scoring Sheet**  
 Broward County Public Schools SAM Scoring Sheet  
 Principal Name:  Number of Team Members:  Date of Completion:   
 MTSS/RtI Contact(s):   
 MTSS/RtI Contact Email address (only one):

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)

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
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
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
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
Three Tiered Instructional/Intervention Model Domain (Items 29-35)	Rating 0-3			
29. Instruction at all tiers is 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
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

Enter CPS Team Members Names and Titles:

SAM • Revised September 2021


Schools seeking MTSS Recognized School designation, must complete the course and enter their school's scoring sheet data in the approved link. **(optional process)**



# MTSS/RtI Action Plan

1. Access your MTSS/RtI Action Plan for the 2021 -2022 SY
2. Celebrate your MTSS successes
3. Review SAM rubric and endnotes
4. Discuss how MTSS implementation relates to positive student outcomes
5. Review MTSS implementation supporting evidence
6. Use student outcome data and supporting evidence to evaluate MTSS practices
7. Complete MTSS/RtI Action plan for the 2022- 2023 SY (Due with 1<sup>st</sup> Quarter SIP)

Multi-Tiered System of Supports



**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 averages, identify supporting evidence and determine impact on student academic and behavior.

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

**Principal:** \_\_\_\_\_ **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.



# MTSS/RtI Action Plan and Guiding Questions

1. In which domains are the greatest gaps in current and optimal MTSS implementation?
2. Which specific items represent the greatest gaps in current and optimal MTSS implementation?
3. Which specific MTSS implementation actions or activities will your team focus on improving within your school?
4. Which are most immediately actionable?
5. Which would be most impactful?
6. Which would be most foundational (aligned with where you want to be)?

Multi-Tiered System of Supports



**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.

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

**Principal:** \_\_\_\_\_ **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.



# Wonderings, Support & Resources

## Student Support Initiatives & Recovery

Adrienne Dixon-Paul, Specialist, MTSS  
754-321-1655 office  
954-235-6886 cell  
[adrienne.dixon@browardschools.com](mailto:adrienne.dixon@browardschools.com)



[bcpsmtssrti@browardschools.com](mailto:bcpsmtssrti@browardschools.com)

## District MTSS Instructional Facilitator

Aligned to Cadre Directors  
754-321-1655 office  
Cadre private Yammer  
Email: [bcpsmtssrti@browardschools.com](mailto:bcpsmtssrti@browardschools.com)



[MTSS School Based Staff Microsoft Teams Link](#)



[MTSS School Based Staff Yammer Link](#)

## MTSS Canvas Links

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



[MTSS Academic & Behavioral Support SharePoint Link](#)

## BCPS MTSS Online Courses

<https://browardschools.instructure.com/courses/835670>







2022-2023

# SOCIAL EMOTIONAL LEARNING ACTION PLAN (SEL Action Plan)

## DISTRICT CONTACT:

[Belinda.Daise@browardschools.com](mailto:Belinda.Daise@browardschools.com) / **Belinda Daise**  
[carolynsantangelo@browardschools.com](mailto:carolynsantangelo@browardschools.com) / **Carolyn B. Sant Angelo**

School Counseling & BRACE/ Social & Emotional Learning Department

754-321-1675



Completing each Section of your SEL Action Plan

Area	<b>Step 1: Self-Evaluation Tool:</b> <b>(Check off the area that applies to your school)</b>	<b>Step 2: SMARTIE Goal</b>
SEL Team	<input type="checkbox"/> 1. Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	<p><b>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:</b></p> <p><u>Specific</u>- Does each goal clearly state what is to be accomplished?</p> <p><u>Measurable</u>- Does it set a standard that will allow the team to know whether or not the goal has been met?</p> <p><u>Attainable</u>- Does the goal seem reachable given where things are now?</p> <p><u>Relevant</u>- Is the goal aligned with other school improvement goals?</p> <p><u>Time-bound</u>- Has a timeframe been established for achieving the goal?</p> <p><u>Inclusive</u>- Does this goal invite traditionally excluded individuals to make decisions and contribute in a way that shares power?</p> <p><u>Equitable</u>- Does this goal include an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression?</p>
	<input type="checkbox"/> 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.	
	<input type="checkbox"/> 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.	<p style="text-align: center;"><b>Step 3: Action Steps</b></p> <p><b>Create action steps for your SMARTIE Goal based on your priorities.</b></p> <p><b>Step 4: Date SMARTIE Goal Accomplished: _____</b></p>



## School Self-Evaluation

<b>Points Total:</b> <hr/>	<input type="checkbox"/>	0-15 Beginning Stages
	<input type="checkbox"/>	16-19 Intermediate
	<input type="checkbox"/>	20-24 Advanced

Self  
Evaluation

Once you have completed your SEL 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 SEL Action Plan with your School Improvement Plan.

### Questions & Support

[Belinda.Daise@browardschools.com](mailto:Belinda.Daise@browardschools.com) / **Belinda Daise**  
[carolynsantangelo@browardschools.com](mailto:carolynsantangelo@browardschools.com) / **Carolyn B. Sant Angelo**

School Counseling & BRACE/ Social & Emotional Learning Department

754-321-1675



# Delivery of School Counseling Services

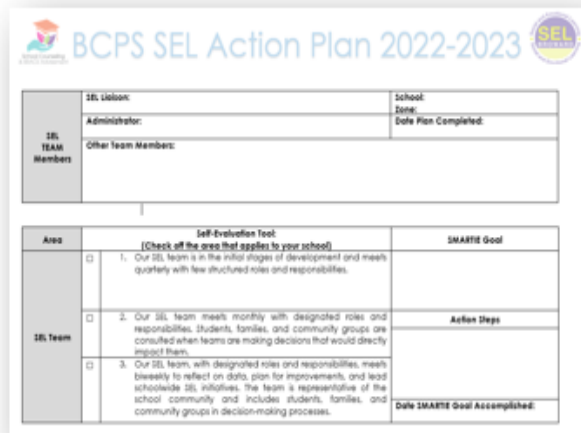
**PURPOSE:** Social and Emotional Learning (SEL) provides the foundation for safe and positive instruction and learning environments. As part of the District Strategic Plan and the School Improvement Plan, the SEL initiative promotes whole child centered support services for all, helping students to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

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

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

## What is included in the ASCP?

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



**BCPS SEL Action Plan 2022-2023**

SEL Team Members	SEL Liaison:	School:
	Administrator:	Date:
	Other Team Members:	Date Plan Completed:

Area	Self-Evaluation Tool (Check all the area that applies to your school)	SMARTIE Goal
SEL Team	<input type="checkbox"/> 1. Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	Action Steps
	<input type="checkbox"/> 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.	
	<input type="checkbox"/> 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.	Date SMARTIE Goal Accomplished:

Contact: [Belinda.Daise@browardschools.com](mailto:Belinda.Daise@browardschools.com) / **Belinda Daise**  
[carolynsantangelo@browardschools.com](mailto:carolynsantangelo@browardschools.com) / **Carolyn B. Sant Angelo**

# SCHOOL-WIDE POSITIVE BEHAVIOR PLAN 2022-2023

DISTRICT CONTACT:

Shavonda Mitchum, Specialist

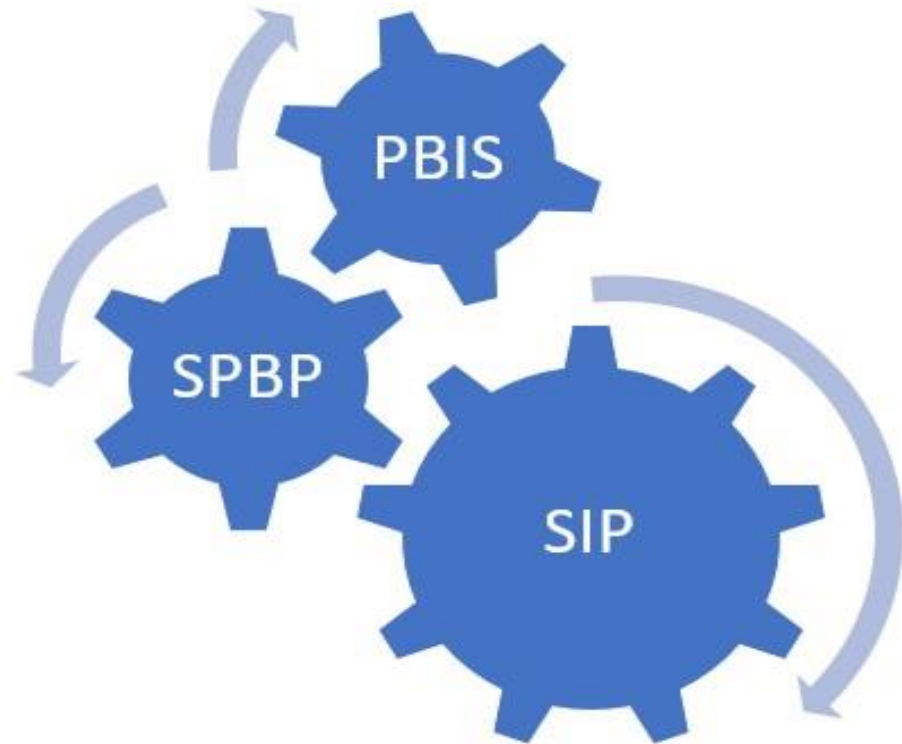
School Climate & Discipline: 754-321-1706



# PBIS – SPBP – SIP

## *The SPBP is a Tier 1 System*

- Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors.
- Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.
- Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.



# School-wide Positive Behavior Plan



Download your data before the end of the school year!

- Top 3 Location Incidents
- Top 5 Behavior Incidents
- Classroom Referrals



## SPBP Highlights

- Plan development starts now.
- New submission date **May 27, 2022**
- SPBP resources located on canvas
- PBIS Self-Assessment
- Inclusive of Equity Liaison
- Relative Risk Ration (RRR)
- Tier 1 Benchmarks of Quality

Contact: Shavonda Mitchum  
[Shavonda.Mitchum@Browardschools.com](mailto:Shavonda.Mitchum@Browardschools.com)  
School Climate and Discipline  
754-321-1655

Submit name of SPBP Contact

Click to access SPBP Canvas



# ATTENDANCE PLAN 2022-2023

DISTRICT CONTACT:

Ascellia Arenas, Coordinator

Student Services: 754-321-1623





# SIP Attendance Plan for 2022/23

**Note: This plan cannot be completed until July 18, 2022**

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



## 2024 Strategic Plan

**Strategic Goal: Safe & Supportive Environment**

**Student Attendance**

### Important things to know before **deadline Friday, September 2, 2022:**

- a) Data will be provided by the District AFTER the completion of the school year. We expect the data to be ready **by July 18** on OSPA's SIP website.
- 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 completion of this plan by **July 18, 2022**. Until then, staff are encouraged to complete other plans that are not dependent on this attendance data.

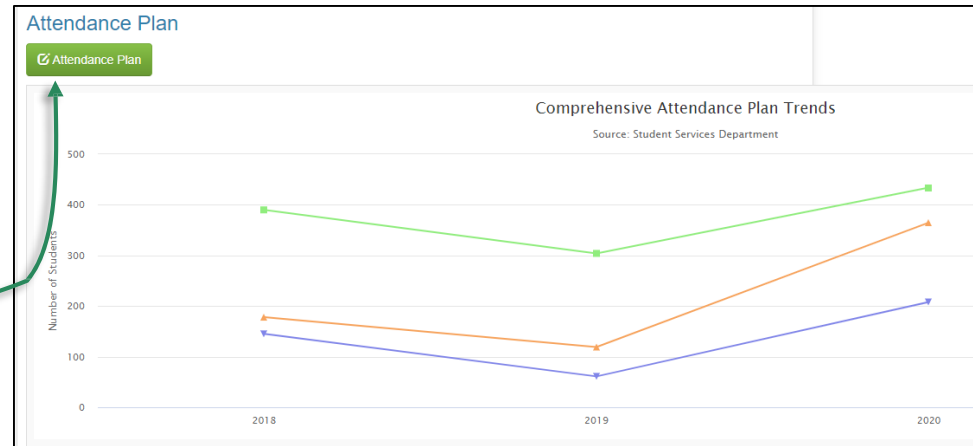


# Attendance Plan: Steps to Completion and Approval

**Note: This plan cannot be completed until July 18, 2022**

## Directions:

1. Wait until the SY22 ATTENDANCE data is populated on the [OSPA SIP website](#). All materials should be available by **July 18, 2022**. The school team member completing the Attendance Plan must have access to the OSPA **SIP** website.
2. On your school's [OSPA SIP website](#), scroll down to the **green** "Attendance Plan" button to download the **appropriate 2022/23 Template** and One-Page Directions (which simplifies the work).
3. Follow the directions from the PDF "One-Page Directions." This will show you how to copy & paste the pre-written goals FROM the website TO the Word document.
4. Review this plan with your school's Attendance Team.
5. Once the principal approves the plan, **upload the PDF version** your school's Attendance Plan for review and District approval. Do not upload a Word document.
6. Feedback will be provided by the Attendance Office by **September 10, 2022**. This will allow time for corrections before the District deadline.



☆ 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  No file chosen

A dialog box titled "Upload File to: Attendance Plan" with a close button. It contains a "File Naming Convention" section with four bullet points. Below this is a "Select File" section with a "Choose File" button and the text "No file chosen". At the bottom are "Upload File" and "Cancel" buttons.



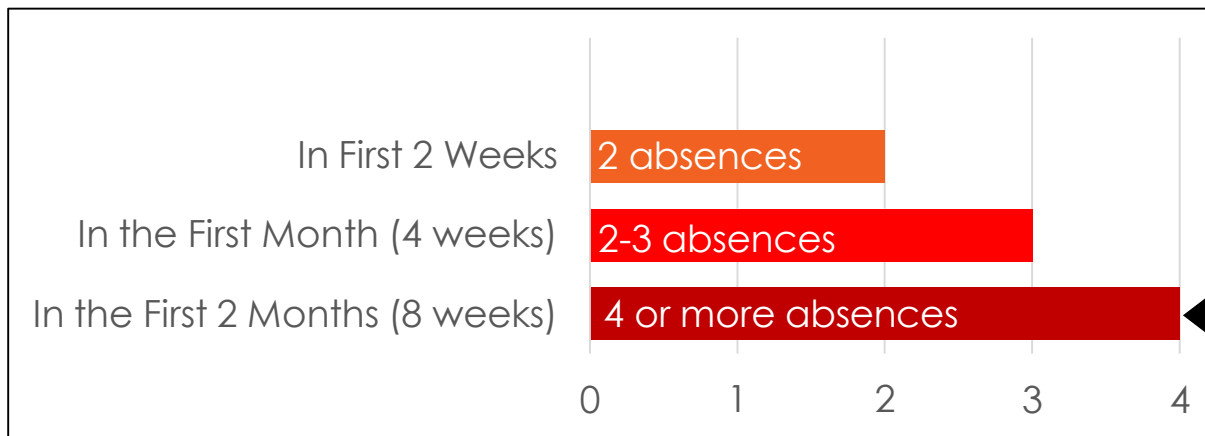
# Addressing Chronic Absenteeism to Improve Student Outcomes

**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:



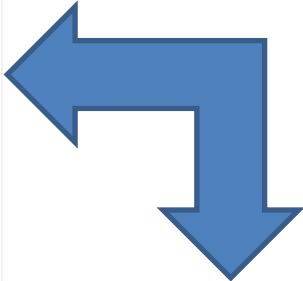
Absent 10% or more days any time after the first 8 weeks.



# Completing The 2022/23 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	
<b>Goal 1: Excused Absence Rate</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 21-22, available <b>July 1, 2022</b> ). Change font color to black.
<b>Goal 2: Students with Attendance Above 90%</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 21-22). Change font color to black.
<b>Goal 3: Total Chronic Absenteeism</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 21-22). Change font color to black.
<b>Goal 4: Severe Chronic Absenteeism</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 21-22). Change font color to black.



# ANNUAL SCHOOL COUNSELING PLAN (ASCP) 2022-2023

DISTRICT 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 SIP 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

Apollo Middle 1791

Annual School Counseling Plan

Principal: AYDOCK, SHAWN      Director/Lead Counselor: Maria Desmond

\_\_\_\_\_  
Maria Desmond      Date:      AYDOCK, SHAWN      Date: \_\_\_\_\_

ACTIVITY	DOMAINE/STANDARD	DELIVERY METHOD	UB/LV/IN	DESCRIPTION
A. Register	Standard 1: Student readiness, attendance, and behavior. Register and schedule students for classes and activities.	Individual	5.7.5	Register and schedule students; attend open house
B. Integrate/Learn Expectations	Standard 2: Student readiness, attendance, and behavior. Integrate and learn expectations for students.	Classroom	5.7.5	Start classroom discussions on expectations
C. Introduce/Integrate School Counselors	Standard 3: Student readiness, attendance, and behavior. Introduce school staff to students via classroom.	Classroom	5.7.5	Introducing school staff to students via classroom
D. Welcome/Introduce Staff	Standard 4: Student readiness, attendance, and behavior. Welcome students to Apollo and give them information.	Large Group	5.7.5	Welcome students to Apollo and give them information
E. Register and Schedule Classes/Changes	Standard 5: Student readiness, attendance, and behavior. Register and meet with new students/change classes.	Individual	5.7.5	Register and meet with new students/change classes
F. Review/Update Expectations	Standard 6: Student readiness, attendance, and behavior. Review and update expectations for students.	Large Group	7.8	Evaluate transcripts for new 7th and 8th graders
G. Parent/Teacher Conferences	Standard 7: Student readiness, attendance, and behavior. Conduct ongoing conferencing with parent and students.	Small Group	5.7.5	Ongoing conferencing with parent and students
H. School Mediation	Standard 8: Student readiness, attendance, and behavior. School mediator has guidance department.	Large Group	5.7.5	School mediator has guidance department
I. Conflict Mediation	Standard 9: Student readiness, attendance, and behavior. Conducting ongoing conflict mediations with students.	Small Group	5.7.5	Conducting ongoing conflict mediations with students
J. Individual Counseling	Standard 10: Student readiness, attendance, and behavior. Conduct individual counseling with students on varied topics.	Individual	5.7.5	Conduct individual counseling with students on varied topics
K. All Meetings	Standard 11: Student readiness, attendance, and behavior. All meetings to discuss struggling students.	Small Group	5.7.5	All meetings to discuss struggling students
L. New Student Orientation	Standard 12: Student readiness, attendance, and behavior. Orienting new students to the school.	Large Group	5.7.5	Orienting new students to the school
M. Meeting with students	Standard 13: Student readiness, attendance, and behavior. Helping students in need.	Large Group	5.7.5	Helping students in need
<b>ADVANCE FAMILY CONNECTION ACTIVITIES: MIDDLE AND HIGH SCHOOL ONLY</b>				
N. Parent & Student Activities	Standard 14: Student readiness, attendance, and behavior. Parent & student activities designed to attract future students.	Classroom	5.7.5	All students will begin to explore navigation



# **2022-2023 Equity Plan of Action**

**2022-2023 SIP Information  
Department of Equity & Diversity  
Director: David Watkins**



# Directions and Rubric for Equity Plan

## Equity Plan Instructions for School Improvement Team and Rubric

1. The Equity Liaison, in collaboration with the School Improvement team, complete the provided Equity Audit.
2. Based on the data in the Equity Audit, create SMART (Specific, Measurable, Actionable, Relevant, Timely) goals for three areas of focus: Student Learning and Achievement, Diversity, and Culturally Responsive Teaching and/or Leadership
3. Based on each SMART goal, create three – four action steps for each area of focus and methods of evaluating progress.
4. Enter all information into the Equity Plan of Action Template.
5. Upload the full Equity Plan of Action document (Equity Audit and Equity Plan of Action) into OSPA Central.

### Equity Plan of Action Rubric\*

Equity Plan of Action Rubric*			
School Name:			
Reviewed By:			
	Completion		
	Yes	Needs Attention	Feedback/Notes
Equity School-Wide Audit			
SMART Goal: Student Learning & Achievement			
Action Steps: Student Learning & Achievement			
Methods of Evaluation			
SMART Goal: Diversity			
Action Steps: Diversity			
Methods of Evaluation			
SMART Goal: Culturally Responsive Teaching and/or Leadership			
Action Steps: Culturally Responsive Teaching and/or Leadership			
Methods of Evaluation			





# 2022-2023 Equity Plan:

## Part 1: Equity Audit

## Part 2: Equity Plan of Action

### 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)			
<input type="checkbox"/> Course level enrollment <input type="checkbox"/> Grade point average/ achievement scores <input type="checkbox"/> Standardized test scores <input type="checkbox"/> Student discipline, suspensions, and expulsions <input type="checkbox"/> Cross cultural friction and harassment <input type="checkbox"/> Participation in school activities and honors			

### Equity Audit

#### 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, Diversity, and Culturally Responsive Teaching/Leadership**. All goals and action steps should support and improve equitable practices while promoting student achievement. For additional information, please refer to Progress Reports provided by the school Equity Liaison.

Focus Area	Goals and Action Steps	How will you evaluate the effectiveness of your action steps?
Student Learning and Achievement	SMART Goal:	
	Action Steps:	
Diversity	SMART Goal:	
	Action Steps:	
Culturally Responsive Teaching/ Leadership	SMART Goal:	
	Action Steps:	

### Equity Action Plan





[Amelia.Dcosta@Browardschools.com](mailto:Amelia.Dcosta@Browardschools.com)  
[Carlisa.Russell@Browardschools.com](mailto:Carlisa.Russell@Browardschools.com)  
[Marion.Williams@Browardschools.com](mailto:Marion.Williams@Browardschools.com)



# BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE) PLAN 2022-2023

DISTRICT CONTACT:

Barbara Krakower

Bari Aronson

Exceptional Student Learning and Support: 754-321-3400



# BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)




1. Click on the BPIE Documents Tab

Best Practices in Inclusive Education (BPIE)

BPIE Documents & Upload

2. Download the 'School BPIE Plan for SIP'

☆ Download Template for Best Practices in Inclusive Education (BPIE)

Files
 Directions to Complete the School BPIE Annual Update
 School BPIE Plan for SIP
 School BPIE Quick Guide for SIP



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 Statute 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: [barbarakraker@browardschools.com](mailto:barbarakraker@browardschools.com) or [bari.aronson@browardschools.com](mailto:bari.aronson@browardschools.com)*

Updated 3.5.2020 Revised



# BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

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

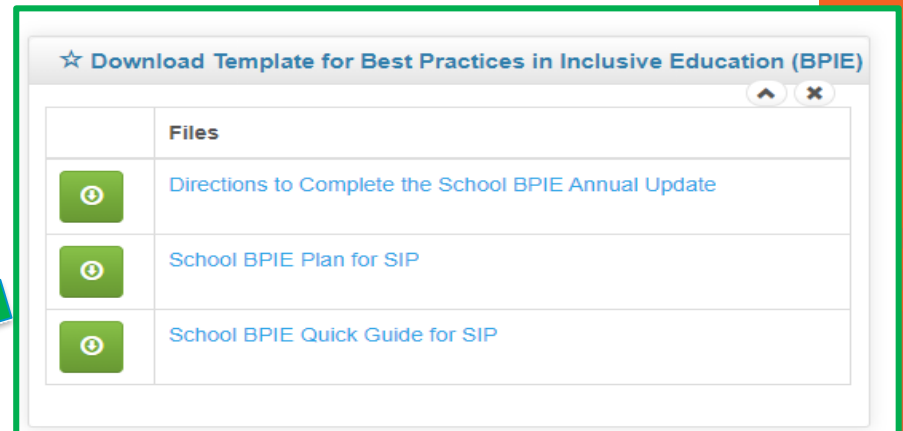
then UPLOAD TWO DOCUMENTS.....

4. Upload the *School BPIE Plan for SIP*

5. Upload the *School BPIE Self-Assessment* (most current assessment conducted every THREE years)

Not sure how to locate this document?  
Refer to the *School BPIE Quick Guide for SIP*

Questions?? Contact FIN Facilitators:  
[barbarakraker@browardschools.com](mailto:barbarakraker@browardschools.com)  
[bari.aronson@browardschools.com](mailto:bari.aronson@browardschools.com)



# FACE PLAN

(Family and Community Engagement)

## District contact:

Aneatra King, Community Engagement Specialist  
Office of Family and Community Engagement, 754-321-1599



# 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

## Share Social and Emotional Learning Competencies with Families

- Provide information to families on how to access the SEL and Mindfulness Toolkits for Families and Students.
- Facilitate a workshop for families on modeling behaviors that promote SEL skills at home.

Information can be found at

<https://browardschools.instructure.com/courses/897124>



# TITLE 1 COMPLIANCE 2022-2023

DISTRICT CONTACT:

Adriana Karam, Specialist

Title 1, Migrant & Special Programs: 754-321-1417



# 2022-2023 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 2022-2023 school year.

MAIN

Dashboard

School Improvement Plan

District File Upload

Select School Year: 2020 - 2021

☆ Download Template for Title 1 Plan

Files	
	Title I Addendum Template
	Title I Addendum Sample Responses

☆ Upload File to: Title 1 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  No file chosen

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



# TITLE I FEEDBACK- Uploaded in OSPA CENTRAL

- **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)			
<b>Approved!</b>			<b>Revision(s) needed!</b>

## 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 OSPA Central site OR within the Title I eBinder tab: **"TITLE I FORMS/ School Improvement."**
- 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 22-23 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 22-23 OSPA SIP timeline.**

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.



# 2021-2022 SIP/SAC CLOSEOUT TIPS

In less than two months, you'll wrap up the school year, your SIP, and your SAC. Now is a great time to think about how to wind down the year and prepare for the future.

There are three time periods your SAC can focus on to prepare: the end of the school year (EOY), the summer, and the start of the next school year.

## Wrap Up The Current EOY

- Focus on what needs to be completed for this school year
- Plan in advance for the 22-23 school year's SIP and SAC
- Set your first 22-23 SAC meeting date
- Reflect on this school year (successes and needed improvements)
- Discuss SAC membership needs for the next school year
- Celebrate your accomplishments!

## The Summer

- Send simple messages or emails to SAC members to say "hello" and keep in touch during the summer months
- As the summer comes to a close, send a message to remind SAC members of the first 22-23 SAC meeting date so they can save the date
- Post your first 22-23 SAC meeting date announcement on your school's marquee, website, etc.

## Start of 2022-23 School Year

- Announce and have the first SAC meeting
- Adhere to the 22-23 School Improvement timeline
- Use SIP requirements, pre-planning notes, 21-22 SAC minutes, 21-22 EOY and relevant data, etc. to guide SIP & SAC planning
- Closeout the 21-22 BCPS SIP
- Complete the 22-23 BCPS and FLDOE (if applicable) SIPs
- Have an amazing SIP and SAC new school year!



# SCHOOL IMPROVEMENT SUPPORT

Office of Service Quality (OSQ) is listed under  
Departments on the BCPS website @

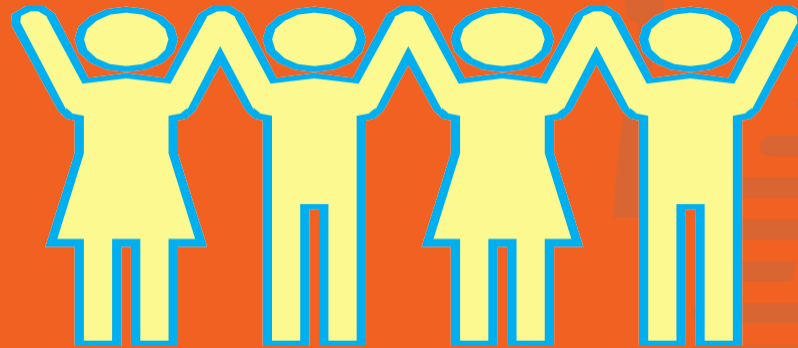
<https://www.browardschools.com/Page/47653>

On our website you will find:

- All Training PowerPoint Presentations Posted
- View School Improvement Plans
- Access SAC & SIP Information
- A+ Recognition Fund Process Guidelines
- Waiver Information & Process
- Log on to OSPA Central 2.0 to access SIP template
- Cognia eProve Customer Survey Reports
- And So Much More



# WE ARE HERE TO HELP YOU HAVE A SUCCESSFUL FOURTH QUARTER!



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

