OFFICE OF SERVICE QUALITY

SCHOOL IMPROVEMENT TRAINING – QUARTER 4

2018-2019

Established 1915

BROWARD
County Public Schools

A HUGE
THANK YOU
TO THE SCHOOL IMPROVEMENT TEAM
FOR A FANTASTIC YEAR!

URGENT!

Stakeholder Survey Deadline is April 30th

Survey quotas are:
- 20% for parents
- 40% for students
- 60% for staff

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

SCHOOL IMPROVEMENT DATES/DEADLINES

Event Date/Deadline	Event/Document
September 10, 11 & 12, 2019 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	**SIP Training - Quarter 1** Topics: School Improvement Plan Information for 2018-2019, SAC Composition, SAC Bylaws, eProve Survey Results, 2017–2018 SIP Closeout, New Waivers, Attendance Plan, Behavior Plan, FACE Plan, RtI Plan & Requirements for SIP, Title I Addendum, SAC Policy Compliance
September 13, 2019	**Input Results of 2018-2019 SIP** Enter results of goals and strategies in OSPA Central V2.0
October 3, 2019	**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, BPIE, Attendance, Behavior, MTSS/RtI, Equity Plan, School Counseling, SEL and FACE Plans.
October 17, 2019	**SAC Composition Report & SAC Bylaws,** Completed and Uploaded in OSPA Central V2.0
November 15, 2019	**Intent to Apply Waiver Form** Must be submitted by schools applying for a new waiver or schools that have a waiver ending in 2018-2019 that stakeholders wish to continue
November 19, 20 & 21, 2019 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	**SIP Training - Quarter 2** Topics: Monitoring SIP, SAC Meeting Structure utilizing Roberts Rules of Order & Sunshine Law, A+ Process, Continuation Waivers and Mid-Year Reflection
January 23, 2020	**Mid-Year Reflection** Completed with the Leadership Team, reviewed with SAC, and uploaded in the SAC Upload section on the BCPS SIP. DA Schools must enter information in the FLDOE SIP located of Florida CIMS.
February 1, 2020	**A+ Fund Plans (This is a mandatory FLDOE deadline)** Qualifying schools must complete upload all documentation to OSPA Central
February 6, 2020	**New Waiver Applications** Completed, signed, and submitted to Office of Service Quality for approval
February 25, 26 & 27, 2020 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	**SIP Training – Quarter 3** Topics: Monitoring SIP, SIP Planning for 2019-2020, & Attendance Plan, Behavior Plan, FACE Plan, RtI Plan for 2019-2020
March 2, 2020 - April 30, 2020	**BCPS Stakeholder Survey: AdvancED eProve Survey** Online survey for all stakeholders with completion rate targets of 20% for parents, 40% for students and 60% for teachers
April 23, 2020	**Continuation Waivers Updated Applications** All documentation required for continuation of a waiver completed & uploaded
April 21, 22 & 23, 2020 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	**SIP Training** Topics: School Improvement Planning for 2020-2021, Writing SIP Goals, Organization and Elections of SAC & SAF for next school year

OFFICE OF SERVICE QUALITY   754-321-3636

DATES/DEADLINES QUARTER 1

Event Date/Deadline	Event/Document
September 10, 11 & 12, 2019 Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training - Quarter 1 Topics: School Improvement Plan Information for 2018-2019, SAC Composition, SAC Bylaws, eProve Survey Results, 2017–2018 SIP Closeout, New Waivers, Attendance Plan, Behavior Plan, FACE Plan, RtI Plan & Requirements for SIP, Title I Addendum, SAC Policy Compliance
September 13, 2019	Input Results of 2018-2019 SIP Enter results of goals and strategies in OSPA Central V2.0
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AGENDA

1. NEW SIP FORMAT

2. FLDOE SIP FOR DA AND ESSA SCHOOLS

3. REQUIRED SCHOOL GOALS FOR SIP

4. SAC ELECTIONS & 2019-2020 SAC COMPOSITION

5. FLDOE TOOL FOR INPUT ON FLORIDA STANDARDS

6. DISTRICT PLANS FOR 2019-2020 SIP

1. NEW SCHOOL IMPROVEMENT PLAN FORMAT

BCPS STRATEGIC PLAN 2019-2024

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

OUR CAMPAIGNS & INITIATIVES:

Support Services for All
- Student, Employee, & Supplier Diversity
- Prevention, Intervention, & Assistance

Recruit, Develop, & Retain
- Job Descriptions, Recruitment, & Retention
- Professional Learning for All
- Organizational Structure & Aligned Funding

Our Data, Our Tools
- Data Governance & Use
- Tool Development, Implementation, & Use

Improve Student Experience
- Achievement & Equity
- Life Readiness (PreK-Adult)
- Personalized Pathways
- Social-Emotional Learning (SEL)
- Enrollment Study
- Customer Service

Let's Connect
- Forums, Outreach, & Legislation
- Internal Communication
- Marketing

Refresh, Redesign, & Reduce Risk
- Process Improvement
- Facilities & Asset Management
- Safety, Security, & Risk Mitigation

BCPS SIP REQUIREMNTS

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

- Draft SIP Plan should be ready by first SIP Training: Sept. 10, 11, 12

- Plan must be completed & all district plans uploaded, by Oct. 3, 2019

- SIP is required to be presented at first SAC meeting following elections

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

SCHOOL IMFORMATION

School Name (Prepopulated)

School Grade (Prepopulated)

Title I School (YES - automatically adds Title I Addendum)

Differentiated Accountability - DA (YES adds FLDOE SIP link)

Executive Summary (UPLOAD)

School of Excellence (Prepopulated)

ESSA - FPPI Index Below 41% (YES adds FLDOE SIP link)

HIGH QUALITY INSTRUCTION

Early Warning Indicators

(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

(Pre-populated from 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

Goals, Strategies and Activities or FLDOE SIP

- Minimum Requirements: Literacy Goal and Lowest Subgroup Goal

- DA Schools and ESSA Schools have FL CIMS link:
  https://www.floridacims.org/

HIGH QUALITY INSTRUCTION

- **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

HIGH QUALITY INSTRUCTION

BCPS K-12 Comprehensive Reading Plan

Schools will answer the following:

- Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

- What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

HIGH QUALITY INSTRUCTION

Reading Plan Continued

- How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

- What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

HIGH QUALITY INSTRUCTION

Reading Plan Continued

- What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

- Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

HIGH QUALITY INSTRUCTION

Resources

- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan

- BCPS Literacy Field Guide for Educators

- World-Class Instructional Design and Assessment for ELL

- Can Do Descriptors for ELL

STOP & JOT

SAFE & SUPPORTIVE ENVIRONMENT

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 from the SIP template in OSPA Central 2.O

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

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

SAFE & SUPPORTIVE ENVIRONMENT

District Plans Uploaded in PDF Format

- Response to Intervention (MTSS/RtI) Plan
- Social Emotional Learning (SEL) Plan
- School-wide Positive Behavior Plan (SPBP) Plan (Due April 30)
- Attendance Plan
- School Counseling Plan
- Equity Plan (NEW)
- Best Practices in Inclusive Education (BPIE)
- Title 1 Addendum (Appears for only Title 1 Schools)

STOP & JOT

EFFECTIVE COMMUNICATION

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)

STOP & JOT

2. FLDOE SIP FOR ESSA & DA SCHOOLS

ESSA SIP REQUIREMENT

FLDOE SIP Required for any school with at least one subgroup below 41% FPPI

FLDOE SIP is located at: https://www.floridacims.org/

The ESSA List of schools list will be posted in July 2019 at http://www.fldoe.org/academics/essa.stml

The list contains the school's Federal Index, overall ESSA status (comprehensive (CS&I) or targeted (TS&I) support and improvement), and the subgroups identified for support

ESSA SUBGROUPS

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.

ESSA CALCULATIONS

Calculation of FPPI (Federal Percent of Points Index)

- A school's Federal Index is determined by summing the points earned for each component and dividing this sum by the total number of available points for all components with sufficient data.

- The percentage resulting from this calculation will be expressed as a whole number and will be the school's Federal Index.

- Existing components used in Florida's school grading system are aligned to the associated required federal indicators as shown in the following table.

ESSA CACULATIONS

Table 16. Federal Percent of Point Index

ESSA Indicator	Florida Component	Points
Elementary Schools		
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
Middle Schools		
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
High Schools		
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

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.

ESSA SUPPORT

Universal Supports (Tier 1, TS&I, 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 • District ELL plan, K-12 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

Florida's ESSA Plan

http://www.fldoe.org/core/fileparse.php/14196/urlt/FLESSA-StatePlan.pdf

Presentations on the Accountability and School Improvement Components of Florida's ESSA Plan

http://www.fldoe.org/core/fileparse.php/14196/urlt/ essa-summ-aa-sip.pdf

http://www.fldoe.org/core/fileparse.php/7506/urlt/Brea koutSession-3-1118.pdf

Schoolwide Improvement Plan
2019-20

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

ESSA Indicator	Florida Component
Academic Achievement – including Student Growth	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate
School Quality or Student Success	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
Progress in Achieving English Language Proficiency (ELP)	ELP Progress

School Improvement Categories
Will be identified on new report cards

Current grade "D"	Differentiated Accountability (DA) Support
Current grade "F"	DA Support
Not "D" or "F" but graduation rate 67% or lower	DA Support

Not "D" or "F" but overall Federal Index 40% or lower	Tiered Support
A TS&I school with a subgroup Federal Index 40% or lower for 6 years*	Tiered Support
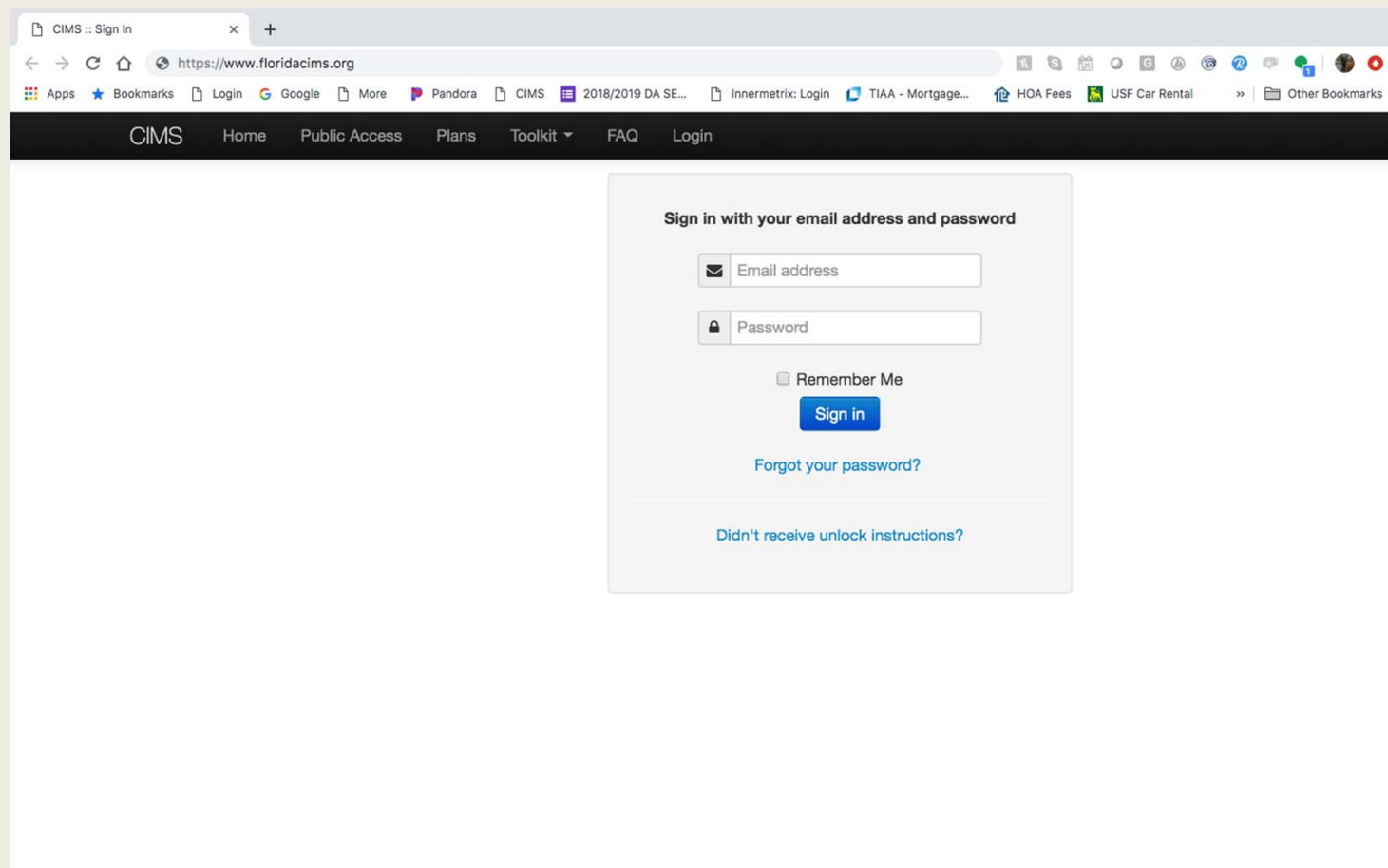
Any subgroup performance on Federal Index 40% or lower in the current year *moves to CS&I after 6 years	Tiered Support
Any subgroup performance on Federal Index 31% or lower for 3 consecutive years	Tiered Support

Tiered Support for Schools (not in DA Identification Based on Federal Index)

CS&I
Tier 3
Intensive

➢ **Annual OVERALL school FPPI (40% or lower) 2019-20**
➢ **6 years of same low subgroup (40% or lower) 2023-24**

4 Schools

TS&I
Tier 2
Supplemental Supports

➢ **3 years of same low subgroup (31% or lower) 2020-21**

TS&I
Tier 1
Universal Supports

1,952 Schools

➢ **Annual low subgroup (40% or lower) 2019-20**

36
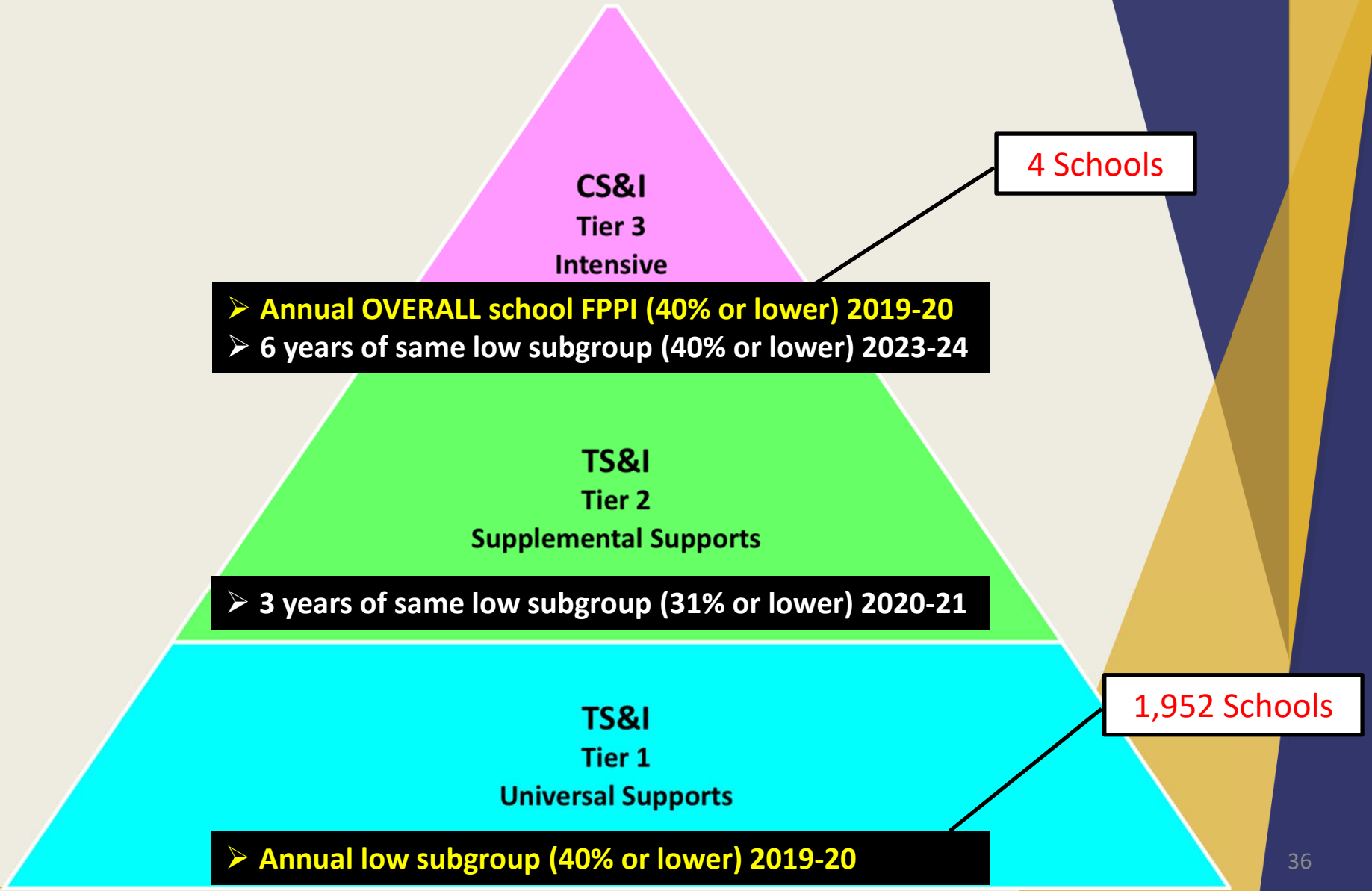
Accessing Florida's Continuous Improvement Management System

- https://www.floridacims.org

1) Ensure "Broward" and your school is selected

2) Click New Plan

I. School Information
C. Demographics

1811 - Acceleration East

Principal: Douglas Loftus

Start Date for This Principal:

2019 ▾   April ▾   17 ▾

2018-19 Status (per MSID File)	**Active**
School Type and Grades Served (per MSID File)	**High School 8-12**
Primary Service Type (per MSID File)	**Alternative Education**
2018-19 Title I School	**Yes**
2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)	**100%**
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students, subgroups in orange are below the federal threshold)	**Black/African American Students** **Economically Disadvantaged Students** **English Language Learners** **Hispanic Students** **Students With Disabilities** **White Students**
School Grade	**2017-18:**
School Grades History	2016-17: 2015-16: 2014-15: 2013-14:

2018-19 Differentiated Accountability (DA) Information*	
DA Region	**Southeast**
Regional Executive Director	**Gayle Sitter**
Turnaround Option/Cycle	
Year	
ESSA Status	**CS&I**

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

I. School Information
D. Early Warning Systems

II. Needs Assessment/Analysis
D. ESSA Data

II. Needs Assessment/Analysis

D. ESSA Data

This data has been compiled for the 2017-18 school year. Data for the 2018-19 school year will be updated when available.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	10
Percent Tested	92%

Link to State, District and School Report Cards (https://edudata.fldoe.org) →

Subgroup Data	☰

Students With Disabilities	⚠
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	⚠
Federal Index - English Language Learners	15
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Asian Students

CIMS | Home | Districts | Plans | To...

II. Needs Assessment/Analysis / D. ESSA Dat...

SIP 2019-20 - Pilot SIP

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only | 🎨 Dashboard

I. School Information

II. Needs Assessment/Analysis

A. School Data

B. Grade Level Data

C. Subgroup Data

D. ESSA Data

E. Analysis

III. Planning for Improvement

IV. Title I Requirements

V. Budget

II. Needs Assessment/Analysis

D. Analysis

CIMS Home Districts **Plans** T

II. Needs Assessment/Analysis / E. Analysis

SIP 2019-20 - Pilot SIP

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only   Dashboard

I. School Information

II. Needs Assessment/Analysis

  A. School Data

  B. Grade Level Data

  C. Subgroup Data

  D. ESSA Data

  E. Analysis

III. Planning for Improvement

IV. Title I Requirements

V. Budget

II. Needs Assessment/Analysis   This

E. Analysis   Pending

1. **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

a. **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

0 words used, 250 words left

b. **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

0 words used, 250 words left

c. **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

0 words used, 250 words left

d. **Which data component showed the most improvement? What new actions did your school take in this area?**

0 words used, 250 words left

e. **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

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III. Planning for Improvement

CIMS   Home   Districts   **Plans**   T

III. Planning for Improvement

SIP 2019-20 - Pilot SIP

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only   🐾 Dashboard

I. School Information

II. Needs Assessment/Analysis

III. Planning for Improvement

IV. Title I Requirements

V. Budget

III. Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

This se

Pending   C

A. Areas of Focus

New Activity   🗑

➕ Add An Area of Focus

B. Additional Schoolwide Improvement Priorities (optional)

1. After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

*0 words used, **750** words left*

III. Planning for Improvement

CIMS

Home   Districts   **Plans**   T

III. Planning for Improvement

SIP 2019-20 - Pilot SIP

Orange: Acceleration East

Contact: Illatawie Showalter

Read Only   🐾 Dashboard

I. School Information

II. Needs Assessment/Analysis

III. Planning for Improvement

IV. Title I Requirements

V. Budget

III. Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

A. Areas of Focus

New Activity   🗑

Area of Focus (limited to 255 characters)

Rationale

State the measureable outcome the school plans to achieve   *0 words used, 150 words left*

0 words used, 150 words left

Person responsible for monitoring outcome   Select One ▾

Evidence-based Strategy

0 words used, 150 words left

Rationale for Evidence-based Strategy
Explain the rationale for selecting this strategy. Define the level of evidence and list the resources/criteria used to make this determination.

0 words used, 150 words left

Questions?

3. REQUIRED SCHOOL GOALS FOR THE SIP

SMART GOALS

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? <u>Will it close performance gaps between subgroups?</u>
- ✓ 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://fldoe.org/academics/standards/just-read-fl/1819-readingplan.stml
The 2019-2020 plan is due April 30th to state with approval date of July 1st.

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

STOP & JOT

4. SAC ELECTIONS & 2019-2020 SAC COMPOSITION

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 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.

SBBC POLICY 1403 A

GUIDELINES FOR POLICY 1403: SCHOOL ACCOUNTABILITY AND IMPROVEMENT

SCHOOL ADVISORY COUNCIL MEMBERSHIP:

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 include: Principal Teachers 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) ESE representative (must be a parent of an ESE student at the school) Gifted representative (must be a parent of a Gifted 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) 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 and a parent member designated as I-Zone representative. Other officers are elected according to each SAC's bylaws.

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.

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.

• The membership of each School Advisory shall be submitted online to the District Accountability Department by no later than October 31st of each year.

• SAC membership is entered online in the SAC Membership/Attendance system.

• Changes in SAC membership during the year must be reflected in the SAC meeting minutes and must be entered into the Online SAC Membership/Attendance System.

SAC PARENT POSITIONS

MANDATORY SAC POSITIONS FOR PARENTS ON EVERY SAC

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

STOP & JOT

5. FLDOE TOOL FOR INPUT ON THE FLORIDA STANDARDS

Florida Department of Education Launches Robust New Tool to Collect Input on Florida Standards

TALLAHASSEE, Fla., April 8, 2019 – Today, the Florida Department of Education announced another opportunity for education stakeholders to submit input for the standards review process. This new survey enables respondents to provide feedback on each existing standard individually at www.floridastandardsreview.org. Floridians will still have the opportunity to submit general comments through the original survey link at www.fldoe.org/standardsreview.

Education Commissioner Richard Corcoran said, "We have long decried the endless issues associated with Common Core, and we are taking action to eliminate every last shred of it from Florida's academic standards. That's why today we deployed this specific, detailed survey tool that we'll use to make student-focused changes."

In February, Governor DeSantis issued Executive Order 19-32 to ensure Florida has the best academic standards in the nation by eliminating Common Core and paving the way for Florida students to receive a world-class education to prepare them for jobs of the future. This mandate directs Commissioner Richard Corcoran to comprehensively review the academic standards for Florida's kindergarten through grade twelve students and provide recommended revisions to the Governor by January 1, 2020.

This review process is believed to be the first time that any state has had the ability to collect and instantly analyze widespread public opinion on the education standards that drive the K-12 public school curriculum. At www.floridastandardsreview.org, stakeholders have the ability to seamlessly review each of Florida's current Mathematics and English Language Arts standards by grade level, with additional content area standards forthcoming for review. For each subject and grade level, respondents are asked to state whether they would keep the standards as is, revise the current standard or eliminate the standards entirely and provide a rationale for their selection. The department will use the recommendations submitted through this process to develop new proposed standards before holding public hearings this fall and preparing the final standards to be submitted to Governor DeSantis.

In addition to collecting public input, the department is examining standards from across the nation and will also consider benchmarking international standards to ensure Florida has the best standards in the world. The department is consulting with national experts on what is generally accepted as historically exceptional standards and those standards are posted at www.fldoe.org/standardsreview.

Department leadership has held calls and presented to more than a dozen organizations and stakeholders on the standards review process, including: school district superintendents, staff, teachers and administrators; secondary career and technical education directors; Florida Philanthropic Network; Panhandle Area Educational Consortium; Impact Florida; Florida Children and Youth Cabinet; Florida Association of Colleges of Teacher Education; Consortium of Florida Education Foundations; Florida Association of District School Superintendents; Florida Parent Teacher Association; and representatives from other civil rights and community organizations.

For more information on the standards review process, please visit www.fldoe.org/standardsreview.

For more information about the Florida Department of Education, visit www.fldoe.org.

Florida Standards Review Portal
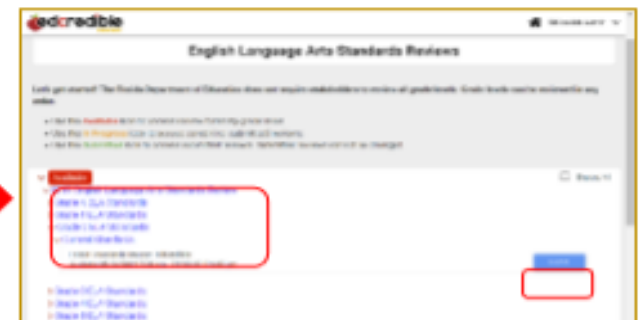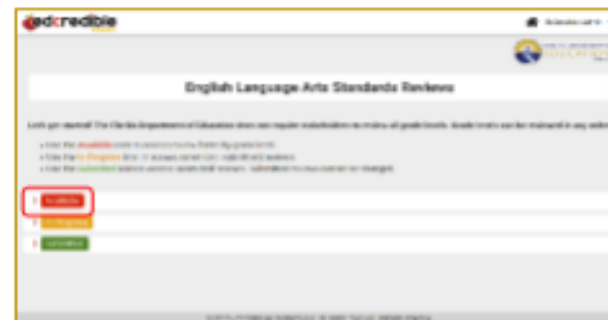# Quick Start Instructions

Step 1. Go to www.floridastandardsreview.org and click the purple **Register** button. Complete the information on the registration screen. You will receive an email to validate your identity. Click on the link in the email.
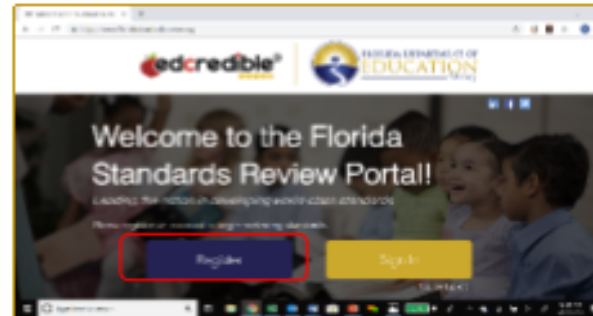
Step 2. After clicking on the link in your validation email, you will be taken to the landing page for the review. To start reviewing standards, click on **START** for ELA or Math.

Step 3. Click on **Available**. Click on **In Progress** to access your saved reviews.

Click on a **Grade Level.** Click on the standards **Version** (Current, Revised, etc.). Click **START.**

Step 4. The standards review form will be displayed. You will be prompted to add a comment if you select one of the first three answer choices.

Step 5. SAVE and SUBMIT. Responses auto-save, but it's always a good idea to SAVE as you go. Click SUBMIT to complete the review. You may receive a validation error if you do not provide required comments or leave some standards without a choice. You cannot change your responses after you click Submit. You will receive a confirmation message that you successfully submitted a review.

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6. DISTRICT PLANS FOR 2019-2020 SIP

ATTENDANCE PLAN

School Improvement Plan 2019/20
A Presentation for Stakeholders

BROWARD
County Public Schools
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Attendance Plan: Chronic Absenteeism

BCPS Definition

Chronic Absenteeism: Missing 10% or more of school days
(Absences include excused, unexcused, or external suspensions).

> **We use the 10% definition to promote the use of early warning systems.**

- ✓ Chronic absence (missed 10% or more of school days) in the prior year.
- ✓ Starting at the beginning of the school year, student has:

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

0   1   2   3   4
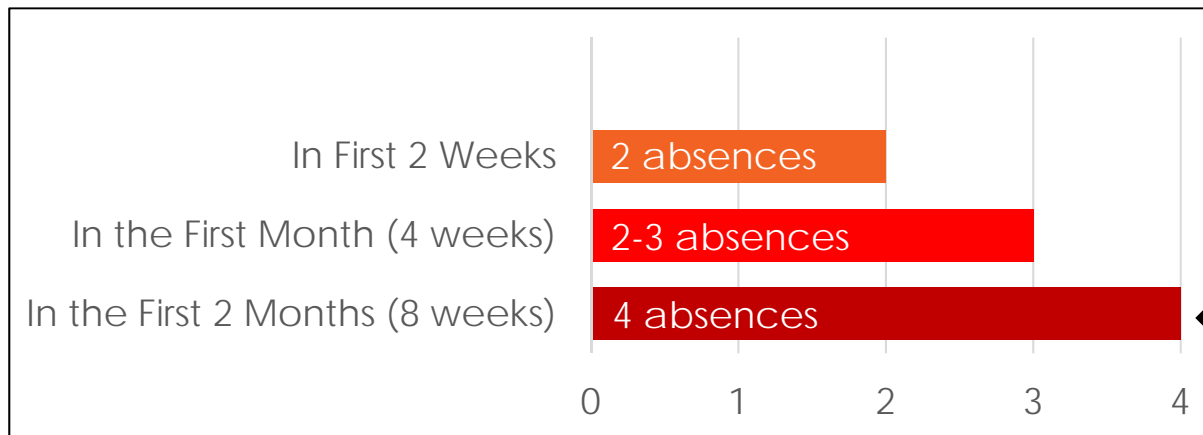
Missing 10% any time after.

PLAN STRUCTURE: Attendance Plan

Data

- [ ] **Goals** for the Attendance Plan (Data Analysis with Goals)
- [ ] **Tier 1**: Strategies
- [ ] **Tier 2**: Strategies and Interventions
- [ ] **Tier 3**: Individualized Responses and Legal Interventions

ATTENDANCE PLAN
DISTRICT DATA

Category	Elementary 17/18	Middle 17/18	High School 17/18
Regular Attenders *(Less than 5% absences)*	59.8%	63.8%	47.1%
At-Risk (5-9.9% absences)	27%	24.6%	27.1%
Chronic Absence (10-19.9% absences)	10.9%	9.4%	15.8%
Severe Chronic Absence (20% or more absences)	2.3%	2.2%	3.1%

Attendance Plan: Tiers and Strategies

Tiers for attendance strategies include:

A. Monitor Data

B.   Engage students and Families

C. Recognize good and improved attendance

D. Provide personalized outreach

E.   Remove barriers

Tier 1: Strategies aimed at all students and families.

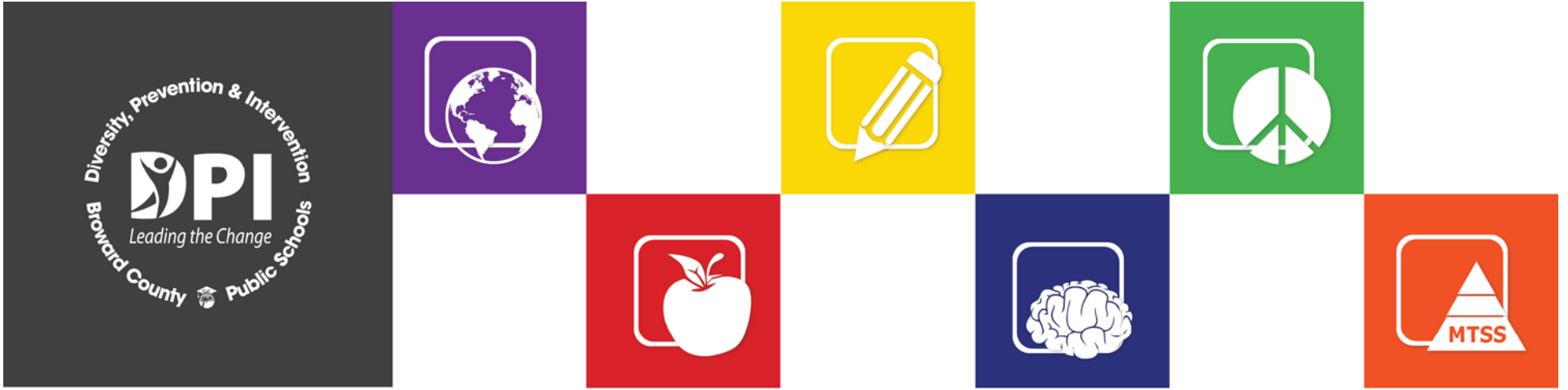**Tier 2**: Strategies for students with at-risk attendance and a history of chronic absenteeism.

Tier 3: Coordinated school and district responses. Partnerships with other agencies to assist in providing family support and legal interventions.

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Broward County Public Schools

Diversity, Prevention & Intervention Department

School-wide Positive Behavior Plan

SPBPs already uploaded in SIP*

- ✓ Beachside Montessori
- ✓ Central Park ES
- ✓ Coconut Creek ES
- ✓ Deerfield Beach ES
- ✓ Driftwood ES
- ✓ Forest Glen MS
- ✓ Hollywood Hills ES
- ✓ Northeast HS

- ✓ Nova Blanche ES
- ✓ Oakridge ES
- ✓ Plantation Park ES
- ✓ Quiet Waters ES
- ✓ Seagull 7-12
- ✓ William Dandy MS
- ✓ Whispering Pines Ctr

*as of April 18, 2019

The SPBP is DUE by April 30, 2019

Positive Behavior Interventions & Supports

The School-wide Positive Behavior Plan

(SPBP)

… is a **template** for documenting the universal Tier 1 **behavioral supports** provided for ALL students to achieve optimal <u>social-emotional, behavioral, and academic success</u>.

What is PBIS?

Positive Behavior Interventions & Supports is a comprehensive system to address the universal **behavior curriculum (Tier 1)**

<u>PBIS has 10 Critical Elements</u>:

1. Teaming & Leadership
2. Faculty Commitment
3. School-wide Expectations & lesson plans
4. Location-specific Rules & lesson plans
5. Reward Programs
6. Effective Discipline Procedures
7. Classroom Management
8. Data Entry & Analysis
9. Implementation Plan
10. Evaluation

POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS
PBIS's 10 Critical Elements, when implemented effectively and consistently, provide schools the framework to create, monitor, and sustain systemic and preventative core behavioral interventions for ALL students.

PBIS Ten Critical Elements

TEAMING — A behavior team with administrative participation is established and has a clear purpose and authority to manage the school-wide behavior curriculum at the Tier 1 level. This team meets at least quarterly. **1**

FACULTY COMMITMENT — All staff are represented on the behavior team and are actively involved in the development and implementation of the School-wide Positive Behavior Plan (SPBP). **2**

EXPECTATIONS — 3-5 positively stated expectations apply to everyone on campus and are posted in prominent locations. These expectations are taught to students a minimum of three times a year in the same format as academic content. **3**

RULES — 3-5 location-specific rules are posted in all common areas such as hallways and the cafeteria. These rules are taught to students a minimum of three times a year in the same format as academic content. **4**

REWARD PROGRAMS — A motivation system is accessible to all students and is linked to the school-wide expectations and location-specific rules. **5**

EFFECTIVE DISCIPLINE PROCEDURES — The school has a discipline process with clearly defined distinctions between staff-managed misbehaviors and office discipline referrals. All staff know and consistently follow the discipline flow chart. **6**

CLASSROOM SYSTEM — All classrooms implement a comprehensive evidence-based management plan. Expectations, rules, rewards and consequences are posted, taught, and followed by teachers. **7**

DATA ENTRY/ ANALYSIS — Relevant behavior data (The Big 5) is collected and analyzed at least quarterly. Data outcomes, analysis, and resultant interventions are shared with all staff quarterly. **8**

IMPLEMENTATION PLAN — The SPBP implementation plan is followed and provides the guidance for completing, documenting, submitting and implementing the School-wide Positive Behavior Plan. **9**

EVALUATIONS — Staff implementation fidelity and student data outcomes are analyzed quarterly and used to evaluate the SPBP. The SPBP is modified based on this data. **10**

Broward County Public Schools - School Climate & Discipline Department
754-321-1655

✧ The School-wide Positive Behavior Plan includes all 10 critical elements of PBIS. Schools develop, monitor, and modify their PBIS implementation on the SPBP.

✧ The template increases the comprehensives of plans and the implementation consistency across the district.

✧ When a school implements their SPBP, they are implementing PBIS!
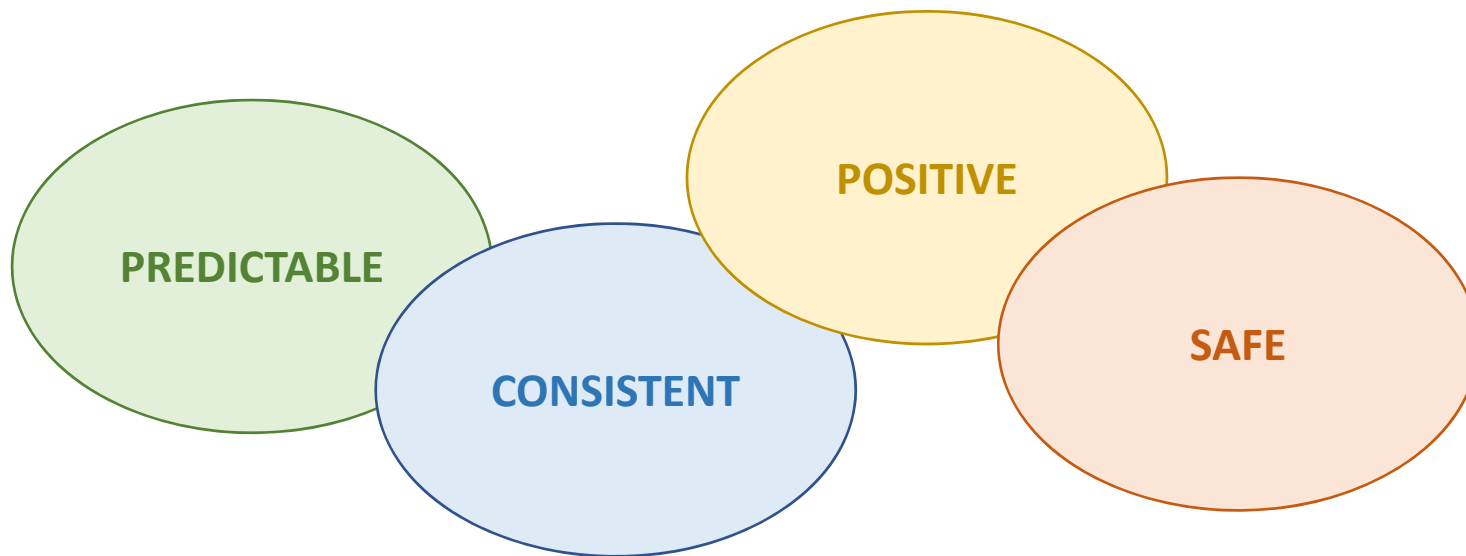
- Expectations & Rules are **posted** across campus, practiced, and reinforced.

- Students are **overtly** taught the expectations and rules through lesson plans.

- A reward system is developed and taught to all students. **All staff** participate to encourage and model appropriate behavior.

- A consistent discipline referral process (**flow chart**) is taught and implemented.

- Effective consequences are **consistent**, and a **common language** is used to address inappropriate behavior.

- Behavior data is collected in the 4-step problem solving process to track school-wide behavior patterns and identify target areas for interventions.

Questions?

For more information,

Call:

The School Climate & Discipline Department
(formerly Diversity, Prevention & Intervention Dept.)
Lauderdale Manors Resource Center
(754) 321-1655

Check out our PBIS Sharepoint Site:

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

Contact:

Desiree.Montalvo@browardschools.com
Tyyne.Hogan@browardschools.com

STOP & JOT

SOCIAL AND EMOTIONAL LEARNING

Social and Emotional Learning

SEL

BROWARD

Social and Emotional Learning

Established 1915

BROWARD
County Public Schools

BCPS SEL VISION & MISSION

The Vision is to provide students with the Social and Emotional Learning Skills to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the *required* knowledge and skills.

The Mission is to make Social and Emotional Learning (SEL) an essential part of the Broward County Public School Board Education and Curricula.

SEL is for ALL Students

Three-level Prevention/Intervention Services
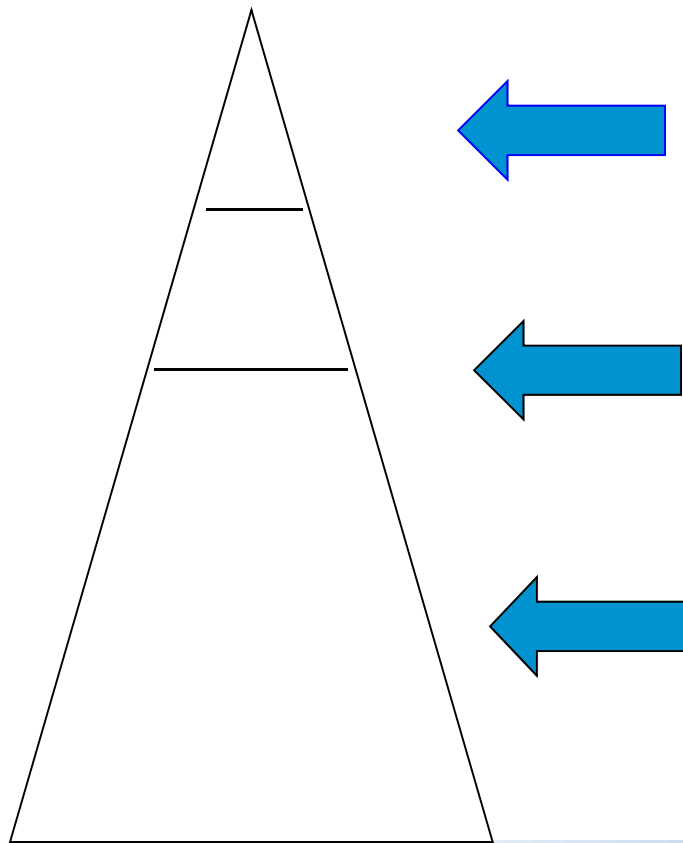
Treatment: Few

Provide intensive interventions for a few children

Early Intervention: Some

Intervene early for some children

Universal Prevention: All Students

Focus on SEL skill instruction and learning environment

Adapted from Osher, Dwyer, Jackson (2004)

School Counseling & Brace 754-321-1675

A Coordinated District-wide Model for Academic, Social, and Emotional Learning

Planned, systematic classroom-based SEL instruction and a supportive school climate	Coordinated mental health and health services that reinforce SEL instruction
School-Family-Community partnerships to enhance social, emotional, and academic competence	After-school and community activities that are coordinated with SEL efforts

School Counseling & Brace 754-321-1675

SEL Can Be a Coordinating Framework

SEL: A Four Pronged Approach

To ensure comprehensive implementation aligned to researched best-practices, we must focus on educating the whole child, the whole day, using strategies throughout the whole school.

- Direct instruction using research-based programing to deliberately teach the five foundational SEL practices necessary for success in school and in life **WHOLE CHILD.**

- SEL strategies embedded throughout the day and in all curricular areas, including opportunities to model, teach, and reinforce SEL skills **WHOLE DAY.**

- A safe, welcoming and respectful learning environment that is well-managed, supportive, and engaging **WHOLE SCHOOL .**

- Creating opportunities for parents and families in the school community **WHOLE CHILD, FAMILY, AND COMMUNITY.**

SEL Implementation Steps

Readiness Stage

- Principal is committed to implementing SEL in the school.
- Principal engages key stakeholders and creates a SEL Leadership Team.

Planning Stage

- Develop a shared vision of SEL.
- Conduct a school wide needs and resource assessment.
- Develop an action plan.
- Select a SEL Liaison.
- Use the 4 prong approach to the implementation of SEL or select an evidence-based program.

Implementation Stage

- Conduct initial professional development activities.
- Launch SEL instruction in classrooms.
- Expand classroom-based SEL programming and integrate SEL school wide.
- Revisit implementation activities and adjust for continuous improvement.

Leadership

Complete the school based information below.

Develop a school infrastructure that will support SEL.

School:	School Year:
Principal:	
Cadre Director:	
School Mission:	
School Vision:	

SEL Leadership Team	School Role
Name:	SEL Liaison
Name:	
Name:	
Name:	
Name:	

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1

School Wide SEL Implementation

Review of Current SEL Program: What SEL program(s) currently exist in your school?

1.
2.
3.
4.

Broward SEL Standards Instructional Implementation

How does your school explicitly teach and/or integrate the Broward County Public Schools Social and Emotional Learning Standards in the school and the classroom to ensure students are developing social and emotional skills?

Goal 1: *Develop self-awareness and self-management skills to achieve school and life success.*	
A. Identify and manage one's emotions and behavior.	Strategies:
B. Recognize personal qualities and external supports.	Strategies:
C. Demonstrate skills related to achieving personal and academic goals.	Strategies:
Goal 2: *Use social-awareness and interpersonal skills to establish and maintain positive relationships.*	
A: Recognize the feelings and perspectives of	Strategies:

others.	
B: Recognize individual and group similarities and differences.	Strategies:
C: Use communication and social skills to interact effectively with others.	Strategies:
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Strategies:
Goal 3: *Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.*	
A: Consider ethical, safety, and societal factors in making decisions.	Strategies:
B: Apply decision- making skills to deal responsibly with daily academic and social situations.	Strategies:
C. Contribute to the well-being of one's school and community.	Strategies:

How does your school-wide policy and practices support the social emotional learning of students?

In which ways are the five competencies of Social Emotional Learning explicitly taught and /or integrated school-wide and in the classroom?

SEL Professional Development: *How will school leadership educate administrators, faculty, and staff on the continuous implementation of SEL?*

Action	Responsible Person	Resources	Evidence of Completion	Completion Date

Quarterly Review of Behavior and Academic Data: How will school leadership measure the impact of SEL. What are the indicators of success?

Action	Responsible Person	Resources	Evidence of Completion	Completion Date

Questions?

School Counseling & Brace Director, Ralph Aiello

754-321-1675

STOP & JOT

Annual School Counseling Plan

School Counseling & BRACE, Daniel H. Shapiro - 754-321-1675

Delivery of School Counseling Services

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

Policy 6000.1

I. SCHOOL COUNSELING SERVICES

1. All schools shall ensure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature, and focused on the academic, personal/social, and career development needs of all students.

2. 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.

3. School counseling services will include communication to parents and students of ACCEL options offered by the school pursuant to F.S. 1002.3105.

ASCP Timeline

- The ASCP should be completed by September 21, 2019 and discussed with the Principal

- School counselors will mark that the ASCP has been completed in the FileMaker database

- At the end of the year the Principal will sign off regarding the completion of the plan

Annual School Counseling Plan

Printing and Saving the ASCP as a PDF

- **Elementary School Counselors and Middle and High School Directors have access to the ASCP Database**

- **They can print or save the ASCP to upload to the SIP**

ASCP Beginning & End of Year Procedures

- School Counseling Director or Elementary Counselor will meet with the principal before the end of September to discuss the ASCP

- Signed ASCP should be scanned and emailed to the School Counseling & BRACE Department by June 5, 2019

Assistance

School Counselors can get assistance with the
Annual School Counseling Plan (ASCP) by contacting:

Daniel H. Shapiro, Elementary Specialist

Danny Tritto, Secondary Specialist

School Counseling & BRACE Advisement

754-321-1675

Lauderdale Manors
1400 NW 14th Court, Fort Lauderdale, FL 33311

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Equity & Diversity 2019-2020 Action Plan

BROWARD
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Established 1915

Broward County Public Schools
Equity & Diversity Action Plan

Equity Action Plan

Develop action steps to support the cultural strengths of all school stakeholders to improve equitable educational attainment and promote student achievement. Use the following domains in your action step development.

Cultural Competency- How will you build school-wide cultural knowledge to promote respect, sensitivity, and understanding for your school's diverse population?

Equity Framework- How will you develop an infrastructure for equity that will guide and improve your school's commitment to providing equity for all stakeholders?

Culturally Responsive Teaching and Learning- How will you implement a culturally inclusive pedagogy and learning environment?

Domain	Action Step	Evidence of Implementation
Student Learning and Achievement	**Cultural Competency** **Goal:** **Tactic:**	
	Equity Framework **Goal:** **Tactic:**	
	Culturally Responsive Teaching and Learning **Goal:** **Tactic:**	
Cultural Awareness Development for All District Stakeholders	**Cultural Competency** **Goal:** **Tactic:**	
	Equity Framework **Goal:** **Tactic:**	
	Culturally Responsive Teaching and Learning **Goal:**	

Contact Information

Kimberly.m.williams@browardschools.com
754-321-1627

Keasha.starks@browardschools.com
754-321-1651

EXCEPTIONAL STUDENT LEARNING SUPPORT

- **SCHOOL Best Practices for Inclusive Education (BPIE)**
- **School Improvement Plan**

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School BPIE – Annual Plan

Review the current School BPIE *Prioritized Indicators* located at the end of your School BPIE Assessment document. The school leadership team will decide which of those indicators will be the focus for action in this year's plan.

1. Which Prioritized Indicators will your school focus on THIS YEAR? Copy the # and language of the indicator(s) into Box #1.

2. What short-term/long-term improvement efforts (activities) are planned to address the selected prioritized school BPIE indicators(s) for THIS YEAR? Enter the planned activities into Box #2.

3. How will you monitor progress toward the implementation of the select prioritized school BPIE indicator(s) THIS YEAR? Enter your plan to monitor improvement for these efforts into Box #3.

If you have questions about the School BPIE, contact:
barbarakrakower@browardschools.com or
Kathryn.hummel@browardschools.com

STOP & JOT

Office of Student Support Initiatives and Recovery

Department of School Climate and Discipline

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

School Improvement Training
4th Quarter April 2019

Established 1915
BROWARD
County Public Schools

Domain 1 Leadership:
Items 1-5

Domain 2 Building Capacity/Infrastructure: Items 6-16

Domain 3 Communic[ation] Collaboration: Items [ ]

Domain 4 Data-Base[d] Solving:
Items 21-27

Domain 5 Three-Tiered Instructional/Intervention Model:
Items 28-33

Domain 6 Data and Evaluation:
Items 34-39

SAM Scoring Sheet

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

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

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

SAM DUE May 10, 2019

SAM Entry Link and QR Code

USF PS/RtI Project SAM Entry Link:

https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5

USF PS/RtI Project SAM QR Code:

MTSS/RtI Action Plan

Multi-Tiered System of Supports

BROWARD
County Public Schools
Established 1915

MTSS/RtI Action Plan

Self-Assessment of Multi-Tiered System of Supports (SAM) is used to measure implementation of a Multi-Tiered System of Support (MTSS). The focus of the MTSS/RtI Action plan is to ensure the essential actions and activities occur, to successfully implement and sustain the critical elements of MTSS/RtI with fidelity.

School Name: **School Year:** 2019 - 2020
Principal: **MTSS/RtI Contact:**

Domain: Choose an item.

Current overall average:	Choose an item.
Expected overall average:	Choose an item.
Briefly describe a plan to address the identified domain.	
How will success be monitored and measured?	
Briefly describe how the plan will improve student performance across content areas, grade levels, and all tiers.	
Team members:	
Implementation dates:	

MTSS/RtI Action Plan Feedback

Multi-Tiered System of Supports

Established 1915
BROWARD
County Public Schools

MTSS/RtI Action Plan Feedback Form

School Name:
District MTSS/RtI Contact:

School Year: 2019 - 2020

Date: Click or tap to enter a date. **District MTSS/RtI feedback:**	
Date: Click or tap to enter a date. **District MTSS/RtI plan of support:**	
Date: Click or tap to enter a date. **District MTSS/RtI feedback:**	

STOP & JOT

TITLE I PLAN (ADDENDUM)

Title I Plan (Addendum)

In Broward County:

If your school has a grade of D or F

(Targeted Support & Improvement (TSI) or Comprehensive Support & Improvement (CSI):

You are required to complete
<u>The Florida Department of Education</u>
<u>School Improvement Plan</u>
template, which has embedded the required
components of a schoolwide program, as set forth
in the No Child Left Behind (NCLB) Act of 2001
which was reauthorized as the Every Student
Succeeds Act (ESSA) in 2015.

Title I Plan (Addendum)

In Broward County:
If your school has a grade of A, B or C...
You are required to complete the
<u>Broward School Improvement Plan
template</u>.

This template <u>does not</u> include the
Title I required components, therefore,
a <u>Title I Plan (Addendum)</u> must be
completed.

DIRECT LINK TO OSPA CENTRA 2.0

Welcome to OSPA Central 2.0

http://www.broward.k12.fl.us/ospa/ospa-central2/login.asp

Title I Plan (Addendum) *REQUIREMENTS*

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

➢ (Strategies) Attract HIGH QUALITY, STATE CERTIFIED TEACHERS to the school

➢ Title I, Part A

➢ Title I, Part C-Migrant

➢ Title I, Part D

➢ Title II (Professional Development)

➢ Title III (ELL)

➢ Title X, Homeless Education

TITLE I 754-321-1400

Title I Plan (Addendum)
ADDITIONAL REQUIREMENTS, cont.
Coordination & Integration

- ➢ Supplemental Academic Instruction (SAI), (if applicable)

- ➢ Violence Prevention Programs

- ➢ Nutrition Programs

- ➢ Housing Programs

- ➢ Head Start, (if applicable)

- ➢ Adult Education (if applicable)

- ➢ Career and Technical Education (if applicable)

- ➢ Job Training (if applicable)

- ➢ Other

PRE-SCHOOL TRANSITION

➤ **Indicate how your school services the pre-school aged students**
   (i.e. Head Start, Title I/VPK, Specialized Pre-K ESE)

➤ **Describe the process for orienting new families to your school**
   (i.e. Kindergarten Round-Up)

Parent Involvement Action Plan

Title I, Migrant and Special Programs Department
Broward County Public Schools

PARENT INVOLVEMENT ACTION PLAN ACTIVITIES (Aligned to School-Level Parent Involvement Plan)

Activity	Strategies & Activities to Increase Student Achievement	Start/End Date	Evaluation Tool	Person or Position Responsible for Coordinating/Monitoring	Funding Source	Amount

PARENT INVOLVEMENT PLAN

For questions on your Parent and

Family Engagement Plan (PFEP)

and the completion of your

Parental Involvement Plan

within your Title I Addendum, contact:

Ms. Linda Howard at 754-321-1400

Linda.Howard@browardschools.com

Professional Development (PD/ELO) Activities

HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT (PD/ELO) ACTIVITIES (Aligned to Title I, Part A School-Based Budget)

Professional Development/ELO Activities	Description Provide detailed information to support activities such as teacher salaries, stipends, materials and supplies.	Funding Source	Amount *Entire Title I Professional Development allocation must be reflected here.

Suggestions for Best Practices

➢ The Title I Addendum is at leadership team task. Include your Title I Liaison on your SIP team and ensure that the person completing the plan has access to OSPA 2.0.

➢ Complete ALL requirements in a detailed, narrative format and with correct information, *i.e., number of migrant students identified*.

➢ Please indicate if the requirement is not applicable to your school. Follow example in the "Title I Addendum Guideline."

➢ Refer to the "Sample Responses" document as needed for examples and/or look at the information entered in 2018-2019 as a reference.

➢ Be sure the last 2 charts are complete (Parental Involvement Plan and PD Plan). They should include the funding source and amounts based on your PFEP and Title I Budget.

DEADLINE FOR COMPLETION OF TITLE I ADDENDUM PLAN IN OSPA 2.0 OCTOBER 3, 2019.

➢ TITLE I ADDENDUM VERIFICATION : Schools will be contacted if areas of the plan are incorrect or have deficiencies by your designated Program Specialists.

➢ Your Title I Liaison will be required to print and upload your completed Title I Addendum to the Title I eBinder (compliance item B1) along with a copy of your approved SIP.

Need help? Contact us!

Adriana Karam

754-321-1417

Velvatia Wanton

754-321-1400

Patricia Ciceron DaVilma

754-321-1400

Yolanda Nails

754-321-1400

STOP & JOT

FACE PLAN

(Family and Community Engagement)

District contact:

Tonya Brown 754-321-1597

Office of Family and Community Engagement 754-321-1599

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 expectations with staff	Within the first 30 days	After viewing the customer service document created for the 2016-17 FACE Plan, consider 2 scenarios: one providing an example of a good interaction and one that should be improved. Complete "Customer Service" document as a team.		Provide exceptional customer service to families and community stakeholders.		Upload Customer Service activity.

Strategy #1

FAMILY AND COMMUNITY ENGAGEMENT PLAN
2018/2019

Customer Service

Directions: After viewing the customer service document created for the 2016-17 FACE Plan, consider two scenarios: one providing an example of a good interaction and one that should be improved. Identify a positive interaction that demonstrates good customer service. Elaborate on the positive features of the interaction. Identify an interaction that could have been handled differently. Elaborate on the scenario needing improvement and identify actions to improve the level of customer service in the future.

Scenario One:

_____

_____

_____

_____

_____

_____

Identify positive features of this interaction:

_____

_____

_____

Scenario Two:

_____

_____

_____

_____

_____

_____

_____

Identify actions to improve the level of customer service in scenario two:

_____

_____

_____

_____

_____

_____

Comments:

_____

_____

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
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 school/ 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. Complete "Program Services" document.		Provide ongoing updated relevant resources to families and the community		Photos of updated FACE space; Upload completed Programs and Services sheet; Upload FACE Resource team members.

Strategy #2

Programs and Services Checklist

Family and Community Engagement

Programs and Services Checklist: This checklist helps take inventory of the programs and services in the community that will benefits students and families. The objective is to provide updated relevant resources to families.

Programs And Services	Assigned to (school staff):	Organization or District Department:	Program Administrator / Contact:
Academic Enrichment/ Tutoring/Remedial Education			
Adult Education/ GED/Literacy			
Arts, Music, and Cultural Programs			
Before- and/or After-School Programs, Summer programs			
Community Service/ Service Learning			

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	Based on information provided by cultural ambassador/resident expert, 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; signage in different languages, etc.) Print and complete Cultural Awareness sheet.		Bridge the Cultural Gap between Families & Staff		Upload completed Cultural Awareness sheet.

FAMILY AND COMMUNITY ENGAGEMENT   754-321-1599

Strategy #3

FAMILY AND COMMUNITY ENGAGEMENT PLAN
2018/2019

Cultural Awareness

Based on information provided by cultural ambassador / resident expert, identify ways that values and traditions of the community are incorporated in your school's culture. (ex. serving dishes from a particular culture during school events; acknowledging traditions and holidays; signage in different languages, etc.)

Culture:

_____

How is the school acknowledging this culture?

_____
_____
_____
_____
_____
_____
_____

Comments:

_____
_____
_____

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
Continue the "Catch Them Being..." program recognizing individuals supporting a positive environment/culture in your school.	Monthly	During a staff meeting, highlight a faculty and/or staff who have been "Caught Being Great". Have the individual(s) complete the form and share with peers the specific steps or actions taken to achieve the accolade/recognition. Complete "Catch Them Being Great" document.		Provide incentives to maintain a positive school environment		Upload the completed Catch them Being Great form and a list of staff who were "Caught Being Great".

FAMILY AND COMMUNITY ENGAGEMENT

Strategy #4

Catch Them Being Great

Directions: Share the specific steps or actions taken to achieve the accolade/ recognition.

Reason for recognition:

_____

_____

_____

_____

_____

Actions taken to achieve the accolade/ recognition.

_____

_____

_____

_____

_____

_____

_____

_____

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
Share Social and Emotional Learning Competencies with families	1st Semester	Distribute SEL competencies to families (https://casel.org/wp-content/uploads/2017/01/Competencies.pdf) and/or facilitate a workshop for families on modeling behaviors that promote SEL skills at home. Information can be found at https://www.browardprevention.org/instructional-strategies/social-emotional-learning/		Provide tiered support for Social Emotional Learning		Upload copy of sign-in sheets.

Strategy #5 Activities

- Distribute SEL competencies to families (https://casel.org/wp-content/uploads/2017/01/Competencies.pdf)

- Facilitate a workshop for families on modeling behaviors that promote SEL skills at home.

- Information can be found at https://www.browardprevention.org/instructional-strategies/social-emotional-learning

FAMILY AND COMMUNITY ENGAGEMENT   754-321-1599

Questions and Support

Tonya Y. Brown

Office of Family and Community Engagement

754-321-1599

754-321-1597

tonya.y.brown@browardschools.com

NEXT SIP TRAINING

SEPTEMBER 10, 11 & 12, 2019

Have a great summer!

Questions? Call Donna Boruch

Coordinator of School Improvement 754-321-3636