



OFFICE OF SERVICE QUALITY

# 2017-2018

# SCHOOL IMPROVEMENT

# TRAINING – QUARTER 2

**THANK YOU FOR  
BEING A PART  
OF SCHOOL OUR  
IMPROVEMENT  
TEAM !**



# SCHOOL IMPROVEMENT DATES/DEADLINES for 2017-2018

Event Date/Deadline	Event/Document	Person(s) Responsible
<b>December 6 - 8, 2017</b> Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: Monitoring SIP, SAC Meeting Structure utilizing Roberts Rules of Order & Sunshine Law, A+ Process, Val-ED, Continuation Waivers and Mid-Year Reflection	Donna Boruch & OSQ IFs
<b>January 8 - January 31</b>	Val-ED Survey Online survey for all directors, principals, and teachers; results will serve as a guide for professional development for principal supervisors	Principal
<b>February 1, 2018</b>	A+ Fund Plans (This is a mandatory FLDOE deadline) Qualifying schools must complete upload all documentation to OSPA Central	Principal & SAC Chair(s)
<b>February 1, 2018</b>	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.	Principal & SAC Chair(s)
<b>February 8, 2017</b>	New Waiver Applications Completed, signed, and submitted to Office of Service Quality for approval	Principal & SAC Chair(s)
<b>February 26 – March 2, 2018</b> Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: Monitoring SIP, SIP Planning for 2017-2018, & Attendance Plan, Behavior Plan, FACE Plan, RtI Plan for 2018-2019	Donna Boruch & OSQ IFs
<b>April 26, 2018</b>	Continuation Waivers All documentation required for continuation of a waiver completed & uploaded	Principal & SAC Chair
<b>May 7 – 11, 2018</b> Schools Attend One Half-Day Session: 8:30-11:30 or 12:30-3:30	SIP Training Topics: School Improvement Planning for 2018-2019, Organization and Elections of SAC & SAF for next school year	Donna Boruch & OSQ IFs



# AGENDA

## 1. SCHOOL IMPROVEMENT

2. ATTENDANCE PLAN  
FACE PLAN  
MTSS/RtI ACTION PLAN  
TITLE 1 ADDENDUM  
BEHAVIOR PLAN

3. VAL-ED SURVEY  
TIMELINE &  
PROCEDURES

4. A+ SCHOOL  
RECOGNITION  
FUNDS

5. SCHOOL  
ADVISORY  
FORUM

6. SIP  
MID-YEAR  
REFLECTION



# 1. SCHOOL IMPROVEMENT PLAN 2017-18

## DISTRICT CONTACT:

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



# OSPA/OSQ WEBSITE

**For all School Improvement information, log on to:**

[http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative\\_id=3](http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=3)

- View any school's School Improvement Plan (SIP)
- Access SAC & SIP Standard Operating Procedural Manual
- A+ Recognition Fund Process Information
- Waiver Application & Waiver Database
- Log on to OSPA Central 2.0 to access SIP template



# SCHOOL IMPROVEMENT PLAN

## SBBC POLICY 1403 REQUIRES THAT ALL SIPs INCLUDE:

- School mission
- Baseline data to identify needs
- Expected student learning outcomes
- Strategies & timeframes for improvement
- Action steps for:
  - instructional strategies
  - budget
  - training
  - instructional materials & technology
  - student support services and other resources
- Necessary training & technical assistance



# SBBC SCHOOL IMPROVEMENT PLAN IMPORTANT CLARIFICATION POINTS

- **All schools must complete the SBBC School Improvement Plan which is aligned with the District Strategic Plan.**
- **The FLDOE SIP (*Required for all DA Schools*) is a component of the SBBC SIP in Best Practice 4.**
- **The SAC Composition Report needs to be updated and uploaded as a PDF periodically to SAC Upload section to reflect the actual, current membership.**
- **AdvancED Self-Assessment needs to be completed annually.**





# SIP AND SAF SBBC POLICY

## SAC/SIP: SBBC POLICY 1403 SCHOOL ACCOUNTABILITY AND IMPROVEMENT:

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

## SAF: SBBC POLICY 1.3 SCHOOL ADVISORY FORUM:

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

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



# PURPOSE OF SAC

- **Facilitate the development of the School Improvement Plan (SIP)**
- **Monitor progress of the SIP and make modifications as needed**



# SAC MEMBERSHIP

School Advisory Council Members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner as follows:

1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.



# SAC COMPOSITION

## SAC Composition must reflect the community and must include:

**Principal** (Not assistant principal)

**Teachers**

**BTU Steward** (Or designee)

**Parents**

**Innovation Zone Representative** (Must be a parent)

**SAF Chairperson** (Must be a parent)

**ESOL Representative** (Must be the parent of ELL student)

**ESE Representative** (Must be the parent of an ESE student)

**Gifted Representative** (Must be the parent of a Gifted student)

**Pre-K** (If applicable-parent or certified teacher)

**Non-Instructional Employees**

**Community/ Business Representatives**

**Students** (mandatory for High School, optional for Middle School)

**Community School Representative** (if applicable)

## Important reminders:

- SAC COMPOSITION MUST BE KEPT UPDATED ON THE DATABASE AND IN THE SAC UPLOAD SECTION OF THE SIP
- QUORUM MUST BE MET FOR EACH SAC MEETING: 51% OF SAC COMPOSITION
- AFTER TWO ABSENCES IN A ROW, A SAC MEMBER NEEDS TO BE REPLACED



# SAC CHAIR(S)

- **Elected AFTER SAC members are chosen**
- **Must represent SAC at Area Advisory Meetings**
- **Will represent SAC as a voting member at School Advisory Forum Meetings**



# SAC BYLAWS

- **School Advisory Councils should review their SAC Bylaws the periodically and make necessary revisions.**
- **School Advisory Councils need to review their Bylaws and revise them using the SAC Bylaws Template.**
- **Once the SAC Bylaws have been revised and approved, they need to be submitted through the SAC Documentation Upload on the SBBC SIP.**
- **Schools are also expected to post SAC Bylaws on their website, maintain a hard copy of their annual SAC Bylaws in the main office and should ensure that they are available for anyone who may wish to see them.**



# SAC BYLAW REVIEW

## ARTICLE IV. OFFICERS

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



# SCHOOL ADVISORY FORUM

**SBBC POLICY 1.3 SCHOOL ADVISORY FORUM:** Every school shall have a School Advisory Forum (SAF) that shall foster and promote communication between its stakeholders, the school, and the Area Advisory Council. The SAF shall bring forth recommendations, concerns and interests to and from their Area Advisory Council.

**MEMBERSHIP:** Officers should be elected per their school bylaws.

**DUTIES:** Actively participate with the SAC in identifying the needs and priorities of the school.

**Comprehensive SAF information can be found by logging onto:**

<http://www.broward.k12.fl.us/sbbcpolicies/index.asp>





# HOW DOES SAC RELATE TO SAF?

## SAC School Advisory Council

Mandated by School Board Policy

Main purpose is increasing student achievement through school improvement

Chair(s) can be employee and/or parent

Develops and approves SAC bylaws

Separate agenda, sign-in, and minutes for each meeting



## SAF- School Advisory Forum

Mandated by School Board Policy

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

MUST be a parent

SAF Chair is a member of SAC

Develops and approves SAF bylaws

Separate agenda, sign-in, and minutes for Each meeting



# SAC AND SAF ELECTION PROCEDURES

Once a nominating committee is named (as per your school's bylaws) the following procedures should be utilized.

1. Send out memo to school parent population (or otherwise advertise to your entire community, a notice that SAF elections will be held at the May meeting of the school year. Request nominations!
2. The Nominating Committee may extend a courtesy call to each of the present SAF officers asking if they wish to stay on as officers for the next school year (again, check your bylaws for limits on terms of office).
3. The Nominating Committee compiles a slate of officers from the names they have received from steps 1 and 2. It is the charge of the nominating committee to slate that candidate who is best qualified for the position.
4. The Nominating Committee makes a courtesy call to each slated officer to inform them of their nomination and reconfirm their acceptance of the nomination.
5. The Nominating Committee presents slate of officers to membership either at a general meeting usually one month prior to the election. (Check your bylaws!)
6. The Nominating Committee conducts the elections. They present the slate at the election meeting and ask for nominations from the floor. **If there are no nominations** from the floor the slate can be voted on as is - one vote for the entire slate.
7. If there are nominations from the floor you can have either an open or closed ballot election. An open ballot is typically taken by a show of hands; a closed ballot is taken by written ballot. You must vote for each position for which there is more than one nominee. Then, you can vote on the remainder of the slate. (For example: there is a nomination from the floor for the position of recording secretary. You must have a vote for the position of recording secretary (either open or closed) and then vote on the remainder of the slate.)



# SAC AND SAF ELECTION PROCEDURES

## In the event there is no nominating committee formed then:

- 1. Send out memo to school parent population** (or otherwise advertise to your entire community) a notice that SAF elections will be held and Nominations will be taken from the floor.
- 2. Anyone can nominate a candidate**, even the candidate themselves, from the floor. You can have either an open or closed ballot election. An open ballot is typically taken by a show of hands; a closed ballot is taken by a signed, written ballot. You must vote for each position for which there is a nominee.

**SAF Minutes must reflect the voting procedure and who was elected to each position.**



# NEW & CONTINUATION WAIVERS

**ALL WAIVER INFORMATION CAN BE FOUND AT:**  
[http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative\\_id=5](http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=5)

**New Waiver Applications:** Must be completed by February 8, 2018  
Only schools that have completed an ***Intent to Apply*** form and have been given permission to proceed may submit an application.

**Continuation Waivers:** All documentation must be completed by April 26, 2018. Remember: The faculty must vote to continue the waiver each year.

**Special Note:** Schedule Changes do not require a waiver. However, you must follow Article 15, Section K of the BTU Contract. Contact the Office Employee and Labor Relations for assistance.



# SBBC SIP FOR ALL SCHOOLS

The SBBC SIP public view site can be found  
by logging on to:

[http://www.broward.k12.fl.us/ospa/select\\_school.asp](http://www.broward.k12.fl.us/ospa/select_school.asp)

**ALL STAKEHOLDERS CAN VIEW ALL  
COMPONENTS OF ALL SCHOOL  
IMPROVEMENT PLANS FOR ALL SCHOOLS  
IN THE DISTRICT**



# 2. ATTENDANCE PLAN

## DISTRICT CONTACT:

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



# PLAN STRUCTURE: Attendance Plan

**Data (Populated on August 2, 2017)**

**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 DATA

- Data is included in the SIP
- Two-year data by semester can be compared by switching the year to 2015/16

1st Semester (2016/17)		Satisfactory (0-4.9% absences)		At-Risk 5-9.9% absences		Chronic Absences (10-19.9% absences)		Severe Absences (20% or more)	
Grade	Total # of students	#	%	#	%	#	%	#	%
9 <sup>th</sup>									
10 <sup>th</sup>									
11 <sup>th</sup>									
12 <sup>th</sup>									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)

2nd Semester (2016/17)		Satisfactory (0-4.9% absences)		At-Risk 5-9.9% absences		Chronic Absences (10-19.9% absences)		Severe Absences (20% or more)	
Grade	Total # of students	#	%	#	%	#	%	#	%
9 <sup>th</sup>									
10 <sup>th</sup>									
11 <sup>th</sup>									
12 <sup>th</sup>									
Totals		(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)	(Total #)	(Overall % of students)





# ATTENDANCE PLAN GOALS

- **Analyze school-wide data with the SIP team**
- **An emphasis on early grades in elementary (K & 1) and high school (9 & 10) may be a focus**
- **All grades in middle school (6, 7, 8)**
- **Set SMART goals for each semester**
- **District Goal is to reduce chronic absenteeism by at least 1%.**



# ATTENDANCE PLANS TIERS & STRATEGIES

**Tiers for attendance strategies include:**

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

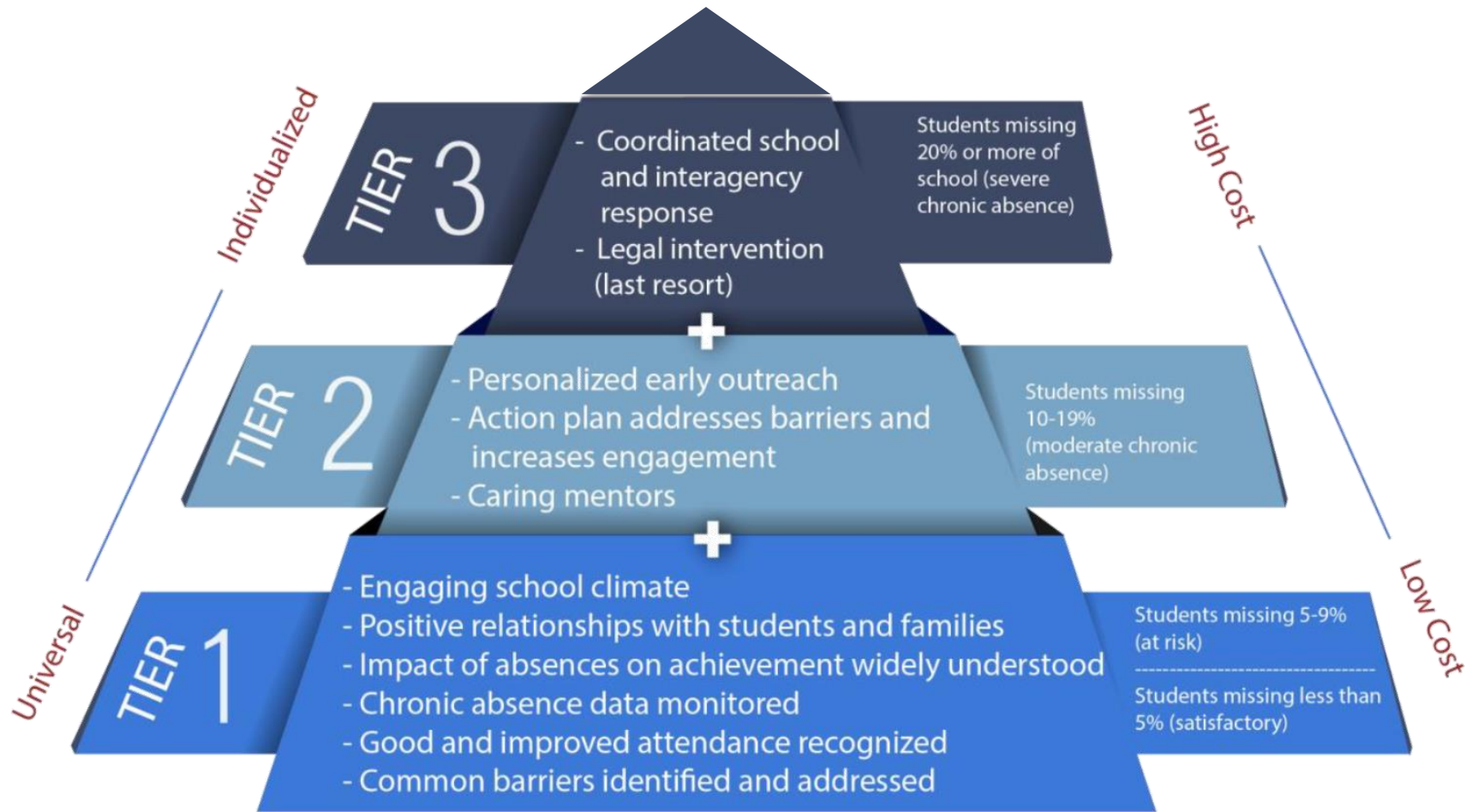
**Tier 1: Strategies aimed at all students and families**

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

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



# ATTENDANCE PLANS TIERS & STRATEGIES



# ATTENDANCE PLAN TIER 1 EXAMPLES

1. Attendance phone line for your school on the school website. **EASILY ACCESSIBLE**, *not in a document that has to be downloaded*.
  - Recommended locations: 1. Contact Us and 2. Absence Reporting Policy. Use a phone number intended for attendance reporting.
  - Add to the school’s splash page on the District website.
  - Attendance Clerk at the school should monitor the messages. Try to keep up so parents don’t get the “**voice mailbox is full**” message.
2. Teachers take daily attendance. Administrators and teachers work together to resolve conflicts in attendance records as a result of testing, field trips, illness, and other causes of a student’s absence from the classroom.
3. Parents are expected to update school records with a reliable phone number. On the school plan, how will parents know to do this?



# ATTENDANCE PLAN TIER 2 EXAMPLES

- **Review attendance every week for students that are chronically absent or at-risk Look for patterns**
- **Suggest a home visit or conference**
- **Nurture teacher interest in helping to reach out to chronically absent students**
- **Recognize good and improved attendance**
- **Assign an attendance buddy (A student or teacher volunteer that checks in with students that have attendance concerns)**
- **Refer families to appropriate services (Social worker, guidance counselor, HEART, health services)**
- **Identify barriers (transportation, housing, income)**



# ATTENDANCE PLAN TIER 3 EXAMPLES

- **Determine how many students have a history of missing 20% or more of school. Identify the students with your leadership team**
- **Ensure continued positive contact with the family**
- **Share data with appropriate agencies to coordinate services**
- **Work with families to avoid legal consequences to the extent possible**
- **Use appropriate protocol for B-TIP, CINS/FINS agencies**



# RESOURCES TO HELP WITH THE PLAN

- RUBRIC – Rating to be led by SSW. Shared by SIP Team.
- TIERED STRATEGIES RESOURCES.

**Attendance Plan Rubric School Improvement Plan 2017/18**

Plans should include strategies and interventions to address the following core ingredients:  
**A. Monitor data**  
**B. Engage students and families**  
**C. Recognize good and improved attendance**  
**D. Provide personalized outreach**  
**E. Remove barriers**

Goals	4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
(School data analyzed and aligned with attainable goals for 1 semester/year)	<ul style="list-style-type: none"> <li>Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement.</li> <li>School-wide goals reflect District goal to reduce</li> </ul>	<ul style="list-style-type: none"> <li>Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement.</li> <li>School-wide goals reflect District goal to reduce</li> </ul>	<ul style="list-style-type: none"> <li>Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement.</li> <li>School-wide goals reflect District goal to reduce</li> </ul>	<ul style="list-style-type: none"> <li>Two-year Grade level data comparisons used to set SMART goal at each grade level. Data included in statement.</li> <li>May be missing School-wide goals reflecting District goal to reduce</li> </ul>

**Attendance Plan Rubric School Improvement Plan 2017/18**

Plans should include strategies and interventions to address the following core ingredients:  
**A. Monitor data**  
**B. Engage students and families**  
**C. Recognize good and improved attendance**  
**D. Provide personalized outreach**  
**E. Remove barriers**

4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
A. Plan includes year for	A. Plan includes year for	A. Plan includes year for	A. Plan includes year for

**Attendance Plan Rubric School Improvement Plan 2017/18**

Plans should include strategies and interventions to address the following core ingredients:  
**A. Monitor data**  
**B. Engage students and families**  
**C. Recognize good and improved attendance**  
**D. Provide personalized outreach**  
**E. Remove barriers**

4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
<p><b>Tier 1</b> (All students and community)</p>	<p><b>Tier 2</b> (Students and families with at-risk attendance and a history of chronic absenteeism)</p>	<p><b>Tier 3</b> (Highest level of need: Chronic/severe absenteeism)</p>	

**Attendance Plan Rubric School Improvement Plan 2017/18**

Plans should include strategies and interventions to address the following core ingredients:  
**A. Monitor data**  
**B. Engage students and families**  
**C. Recognize good and improved attendance**  
**D. Provide personalized outreach**  
**E. Remove barriers**

4. Meets Expectations	3. Applying	2. Developing	1. Incomplete
<p><b>Tier 3</b> (Highest level of need: Chronic/severe absenteeism)</p> <p>A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges.                      B. How will the school assess student and family needs and intensify outreach? Increase family engagement?                      C. Incorporation of positive reinforcements into plans for supporting student's improved attendance.                      D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach.                      E. At least two strategies to remove barriers to attendance for students. Additional school strategies in place to improve attendance for students with severe absenteeism.</p>	<p>A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges.                      B. How will the school assess student and family needs and intensify outreach? Increase family engagement?                      C. Incorporation of reinforcements into plans for supporting student's improved attendance.                      D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach.                      E. At least two strategies to remove barriers to attendance for students.</p>	<p>A. Identify students with a history of 20% or more absences during school years; history of involvement with major challenges.                      B. How will the school assess student and family needs and intensify outreach? Increase family engagement?                      C. Incorporation of reinforcements into plans for supporting student's improved attendance.                      D. Identify staff that will reach out to provide regular contact with the family. List strategies that will be used for outreach.                      E. At least two strategies to remove barriers to attendance for students.</p>	<p>Information in the core plan A. M. B. En Fam. C. R. Imp D. Pe E. De</p>

**BROWARD COUNTY PUBLIC SCHOOLS**

**24/7 105 DAYS ATTENDANCE COUNTS! ALL DAY, EVERY DAY.**

**TIERS OF INTERVENTION TO IMPROVE ATTENDANCE**

**A. MONITOR DATA**

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> <li>Create a school team that regularly review all student and differ</li> </ul>	<ul style="list-style-type: none"> <li>Review attendance every week for</li> </ul>	<ul style="list-style-type: none"> <li>Identify which, and how many,</li> </ul>

**B. ENGAGE STUDENTS AND PARENTS**

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> <li>Create student</li> <li>Provide</li> <li>Keep has resp</li> <li>Cult stud</li> <li>Offe to e</li> <li>Pro stud and</li> <li>Cre stud need to su</li> </ul>		

**C. RECOGNIZE GOOD AND IMPROVED ATTENDANCE**

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> <li>Identify parents and community members to help address the barriers that keep children from attending school. Strategies could include:                             <ul style="list-style-type: none"> <li>A school breakfast program and/or food pantry to address hunger and nutrition needs</li> <li>A safe walk to school program to address a community safety</li> <li>Health interventions such as flu shots, dental checkups and asthma management plans</li> <li>A clothing drive for winter coats or school uniform exchange</li> <li>Adoption of a school climate initiative aimed at improving approaches to student discipline and creating a more welcoming environment</li> </ul> </li> </ul>		

**D. Provide Personalized Early Outreach**

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> <li>Identify barriers to attendance, such as health, transportation or housing</li> <li>Involve public agencies and community partners and resources as needed to address barriers to attendance</li> <li>Involve the school nurse with follow-up on medical related absences</li> <li>Provide families with information on community resources that can help overcome barriers</li> <li>Connect families with school-based resources that can support good attendance</li> </ul>		

**E. REMOVE BARRIERS TO ATTENDANCE**

TIER 1	TIER 2	TIER 3
Missing Less than 10% of School	At Risk of Missing 10-19% of Days	At Risk of Missing 20% or more Days
<ul style="list-style-type: none"> <li>Identify barriers to attendance, such as health, transportation or housing</li> <li>Involve public agencies and community partners and resources as needed to address barriers to attendance</li> <li>Involve the school nurse with follow-up on medical related absences</li> <li>Provide families with information on community resources that can help overcome barriers</li> <li>Connect students with chronic physical and mental health issues to medical providers</li> </ul>		



# FACE PLAN

**(Family and Community Engagement)**

District contact:

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







Office of Family and Community Engagement (FACE)

# FACE in Broward Schools

*Engaging families and the community  
in support of healthy schools*

## **Vision:**

A district where every family actively partners with schools in supporting their children's learning and academic achievement. Schools have systems and practices in place that value and engage families and their communities in essential and meaningful ways

## **Mission:**

To work collaboratively with families, community members and schools to ensure student success



# From “Involvement” to “Engagement”

*Involve* is “to enfold or envelope”

Identifying projects, needs, and goals and then telling parents how they can contribute



*Engage* is “to come together and interlock”

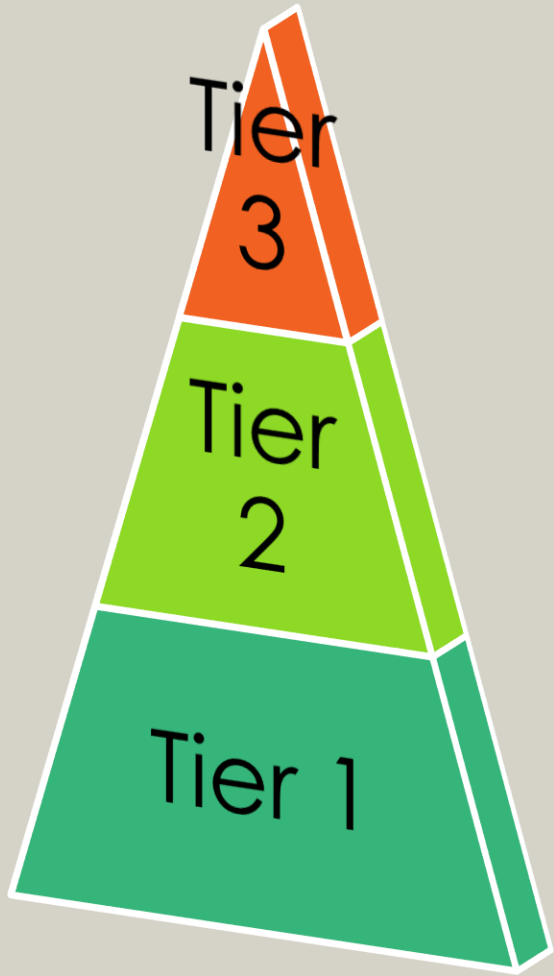
Listening to what parents think, dream, and worry about with a goal of not to serve clients but to gain partners



**Involvement** implies *doing to*; in contrast, **Engagement** implies *doing with*



# 2017-2018 Strategy



## **Tier 1:** All Schools and Communities

- FACE Plan in SIP (BP 3)
- Access to monthly engagement ideas
- Monthly school-focused workshops
- Parent workshops

## **Tier 2:** Identified Schools & Faith-Based Partnerships

- Site-based training with school team using AECF Planning tool
- Facilitate planning session to identify ways to support school

- ## **Tier 3:** SPARKS (Dillard and BA Zones)
- Enhancing/strengthening support for educators, families and communities
  - Joint community partnership development
  - Zone engagement activities

## **SY 18 Project**

- Update Parent Resource Guide
- Gulfstream Family Resource Center – FACE Center
- Community University



# FACE Plan in SIP

## 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 are adapted to meet changing family and community circumstances; opportunities are provided 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 and distribute customer service handout to staff	Within the first 30 days	<a href="#">Link to the "Providing Quality Customer Service" document</a>		Provide exceptional customer service to families and community stakeholders		Description of training held and copy of roster
Create a dedicated FACE Resource space in the building providing an updated calendar, district resources, academic & testing information, and specific community resources that can be accessed discreetly ( <i>FACE Resource tool provided to school by the Office of Family And Community Engagement</i> )	Within the first 60 days	Identify space in the school that is frequently trafficked and easily accessible to families		Provide ongoing updated relevant resources to families and the community		Monthly photos of updated tool; copies of documents shared
Create Cultural Ambassadors and Resident Expert to facilitate a workshop around the cultural uniqueness of families served in the school/community	Between the 5th and 6th week of school	<a href="#">Link to the "10 Things You Should Know" document</a>		Bridge the Cultural Gap between Families & Staff		Copy of information shared with the school community
Create a staff focused "Catch Them Being Good" program recognizing individuals supporting a positive environment/culture in your school	Monthly	Print/distribute/ post CTBG postcards for families to complete at anytime during the day/school year - embed link		Provide incentives to maintain a positive school environment		Ex. Scanned copies of submitted postcards, pictures from recognition activity
Engage in deliberate school-wide Social Emotional Learning (SEL) activities in LEAPS evidenced in SIP, Positive Behavior Plan (SPBP), RtI Action Plan, Attendance Plan	Daily	Embed activities in SIP, Behavior Plan, RtI Action Plan, Attendance Plan		Provide tiered support for Social Emotional Learning		LEAPs usage, SIP accreditation



# Engagement Goal

MAIN

 Dashboard

 Communication

 Broward PIVOT

 Graduation Tracking

 School Resource  
Locator

Select School Year:

2016 - 2017 ▾

## ☆ 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 are adapted to meet changing family and community circumstances; opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.



# Strategy 1 – Customer Service

- Department Info
- Events / Event Registration
- School Improvement Plan
- Attendance Plan
- Behavior Plan
- FACE Plan
- Title 1 Plan (Addendum)

## ★ Review and distribute customer service handout to staff

Strategy Review and distribute customer service handout to staff

[Download Customer Service \(PDF\)](#)

**Due Date** 20 Days (From School Start)

Objective	Added By	Date		
Provide exceptional customer service to families and community stakeholders	Nadia Clarke	11/9/2016	<a href="#">Edit</a>	<a href="#">Delete</a>

**Objective** (Additional objectives are optional)

Rich text editor toolbar with icons for Source, Undo, Redo, Bold, Italic, Underline, Strikethrough, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, and a flag icon. Below the toolbar are dropdown menus for Styles, Format, Font, and Size, along with text color and background color pickers.

[Save Objective](#)

**Person(s) or Group(s) responsible for this strategy?**

You may add as many persons or groups as you need 1 at a time



# Strategy 2 – Cultural Ambassador

Broward County Public School x | www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school\_number=2221 | Nadia WORK

☆ Create Cultural Ambassadors and Resident Expert to facilitate a workshop

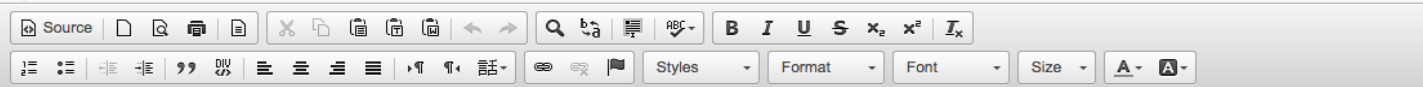
**Strategy** Create Cultural Ambassadors and Resident Expert to facilitate a workshop around the cultural uniqueness of families served in the school/community

[Download 10 things you should know \(PDF\)](#)

**Due Date** 25 Days (From School Start)

Objective	Added By	Date		
Bridge the Cultural Gap between Families & Staff	Nadia Clarke	11/9/2016	Edit	Delete

**Objective** (Additional objectives are optional)



[Save Objective](#)

**Person(s) or Group(s) responsible for this strategy?**  
You may add as many persons or groups as you need 1 at a time





# Strategy 3 – FACE Resource Space

Broward County Public Schools x

www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school\_number=2221

☆ Create a dedicated FACE Resource space

**Strategy** Create a dedicated FACE Resource space in the building providing an updated calendar, district resources, academic & testing information, and specific community resources that can be accessed discreetly

**Due Date** 40 Days (From School Start)

Objective	Added By	Date		
Provide ongoing updated relevant resources to families and the community	Nadia Clarke	11/9/2016	Edit	Delete

**Objective** (Additional objectives are optional)

Source [Icons] [Rich Text Editor: Bold, Italic, Underline, Strikethrough, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, Link, Unlink, Styles, Format, Font, Size, Text Color, Background Color]

**Save Objective**

**Person(s) or Group(s) responsible for this strategy?**  
You may add as many persons or groups as you need 1 at a time



# Strategy 4 – “Catch Them Being Good”

Broward County Public School x | Nadia vWORK

www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school\_number=2221

★ Create a staff focused "Catch Them Being Good" program

**Strategy** Create a staff focused "Catch Them Being Good" program recognizing individuals supporting a positive environment/culture in your school

**Due Date** Monthly

Objective	Added By	Date		
Provide incentives to maintain a positive school environment	Nadia Clarke	11/9/2016	Edit	Delete

**Objective** (Additional objectives are optional)

Rich text editor toolbar with options: Source, Undo, Redo, Bold, Italic, Underline, Strikethrough, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, Link, Unlink, Styles, Format, Font, Size, Text Color, Background Color.

**Save Objective**

**Person(s) or Group(s) responsible for this strategy?**  
 You may add as many persons or groups as you need 1 at a time

**Save Person Responsible**



# Strategy 5 – SEL

☆ Engage in deliberate school-wide Social Emotional Learning (SEL) activities in LEAPS

**Strategy** Engage in deliberate school-wide Social Emotional Learning (SEL) activities in LEAPS evidenced in SIP, Positive Behavior Plan (SPBP), RtI Action Plan, Attendance Plan

**Due Date** Daily

Provide tiered support for Social Emotional Learning as evidenced by daily use of LEAPS, RtI, and other supported strategies. Documentation for this strategy will be evidenced under Best Practice 2 RtI Action Plan and embedded activities in the Behavior and Attendance Plans.



# Optional Objectives and Upload Documents

The screenshot shows a web browser window with the URL [www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school\\_number=2221](http://www.broward.k12.fl.us/ospa/ospa-central2/face-plan-edit.asp?school_number=2221). The page title is "Objective (Additional objectives are optional)".

The main content area features a rich text editor with a toolbar containing various icons for source, undo, redo, cut, copy, paste, bold, italic, underline, strikethrough, link, unlink, list, indent, outdent, and font settings. Below the editor is a large empty text area.

Below the text area are several form fields:

- A blue button labeled "Save Objective".
- A section header "Person(s) or Group(s) responsible for this strategy?" with a subtext "You may add as many persons or groups as you need 1 at a time" and an empty text input box.
- A blue button labeled "Save Person Responsible".
- A section header "How will we measure the progress?" with an empty text input box.
- A blue button labeled "Save Way to Measure Progress".
- A section header "Upload supporting documents for each strategy" with a subtext "(Ex. Description of training held and copy of roster)".
- A green button labeled "Upload Supporting Documents".



# Questions and Support

**Nadia Clarke**

**Office of Family and Community  
Engagement**

**754-321-1599**

**[nadia.clarke@browardschools.com](mailto:nadia.clarke@browardschools.com)**



# MTSS/RtI ACTION PLAN

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

DISTRICT CONTACT:

Adrienne Dixson, RtI Specialist,

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



# Celebrate Success!



**96% of all schools completed the MTSS/RtI Action Plan within the SIP**

**Increase in Leadership (Principals and APs) actively involved and facilitates MTSS implementation.**

**Increase in BASIS RtI usage**



# Objectives

1. Identify critical components of MTSS and alignment to BCPS Strategic Plan
2. Identify the content/curriculum of MTSS
3. Identify district-wide MTSS levels of implementation
  1. Areas of strength
  2. Areas of growth
4. Identify district-wide support for MTSS implementation
5. Identify MTSS/RtI Action Plan expected outcomes and sustainable practices
6. Provide technical assistance and support
7. Share professional learning opportunities





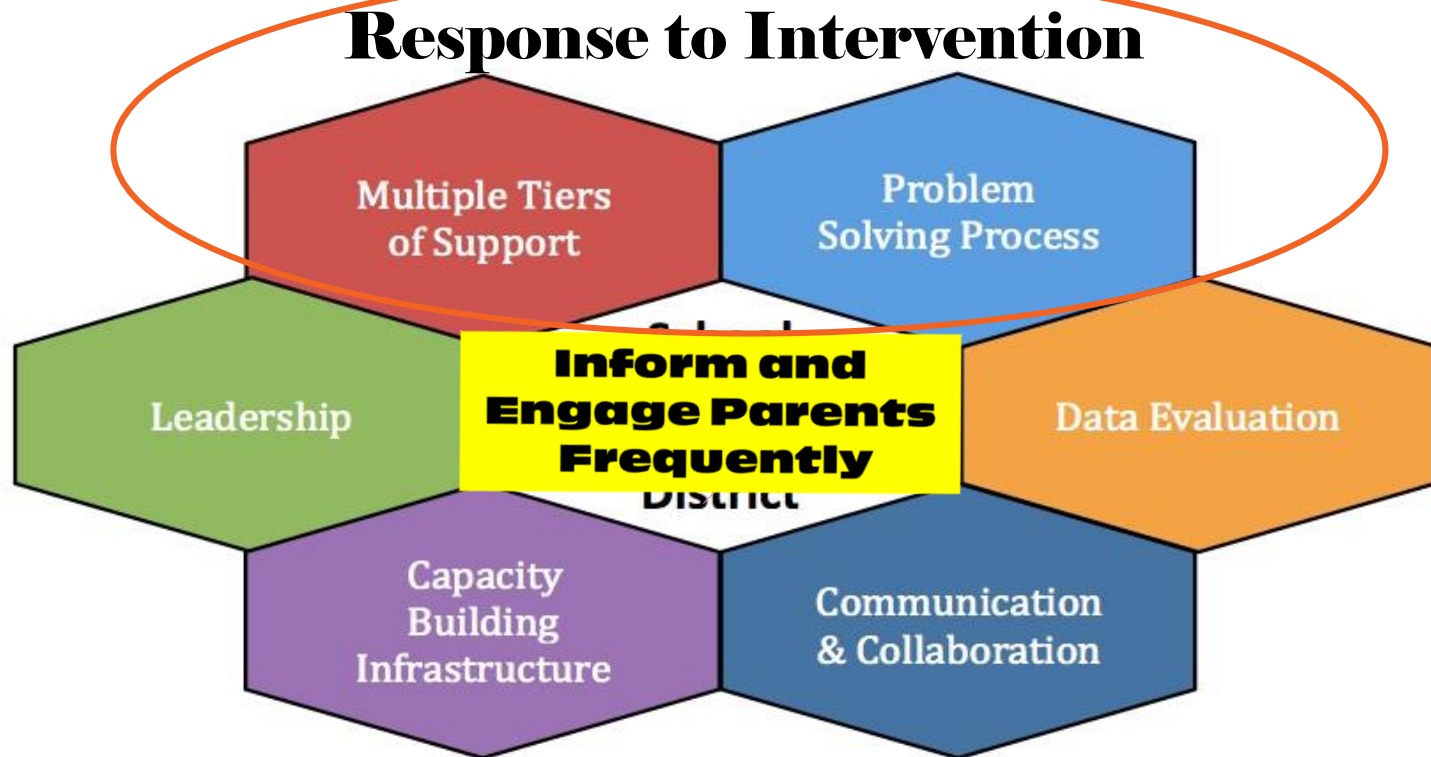


*A Multi-Tiered  
System of Supports*

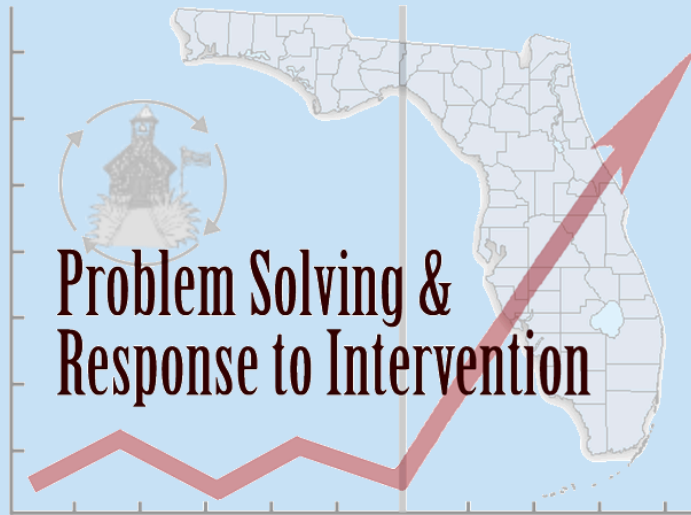
# **SAM SELF-ASSESSMENT OF MULTI-TIERED SYSTEM OF SUPPORTS INSTRUMENT**



# Multi-Tiered System of Supports



# The Big Picture



Florida's  
**MTSS**



*A Multi-Tiered  
System of Supports*



# Purpose & Scope Statement

**Purpose: Enhance the capacity of all Broward County Public Schools to successfully implement and sustain a multi-tiered system of student supports with fidelity.**

**Scope: To enhance the capacity/infrastructure of district school-based leadership teams in implementing MTSS/RtI critical elements with fidelity, for K - 12 learning to meet the academic, behavioral and social-emotional needs of all learners, to be completed by June 2018.**



# Strategic Plan: High Quality Instruction

## Areas of Focus

Literacy and Early Learning

Middle Grades Learning

College and Career Readiness

Alignment and integration of multiple initiatives

RtI

PBIS

SEL

UDL

## Areas of Focus

Provide early support for students' academic, behavior, and social emotional needs

Connect MTSS/RtI with graduation readiness metrics

Use the MTSS/RtI process to support graduation and post-secondary transitions



# SAM Administration Timeline

2.	<ul style="list-style-type: none"> <li>Complete MTSS/RtI Action plan in SIP</li> <li>Address lowest levels of implementation (Minimum of 2 SAM domains)</li> </ul>	<p>September 28, 2017</p> <p>Due with School Improvement Plan Update <b>Due October 19, 2017</b></p>	<p>Principal and School-based Leadership/ CPS Team</p>	<ul style="list-style-type: none"> <li>Support provided during school improvement training</li> <li>MTSS/RtI Action Plan created in the School Improvement Plan (SIP)</li> </ul>
3.	<ul style="list-style-type: none"> <li>Share MTSS/RtI Action Plan and SAM report all staff and stakeholders</li> <li>Monitor progress and evaluate expected outcomes at a minimum twice a year</li> </ul>	<p>Progress Monitoring</p> <p>January 12, 2018 April 6, 2018</p>	<p>Principal and School-based Leadership Team</p>	<ul style="list-style-type: none"> <li>Ensure all staff and stakeholders have access to MTSS/RtI Action Plan and SAM report</li> <li>Apply problem-solving skills and use multiple sources of data to inform continuous improvement efforts</li> </ul>

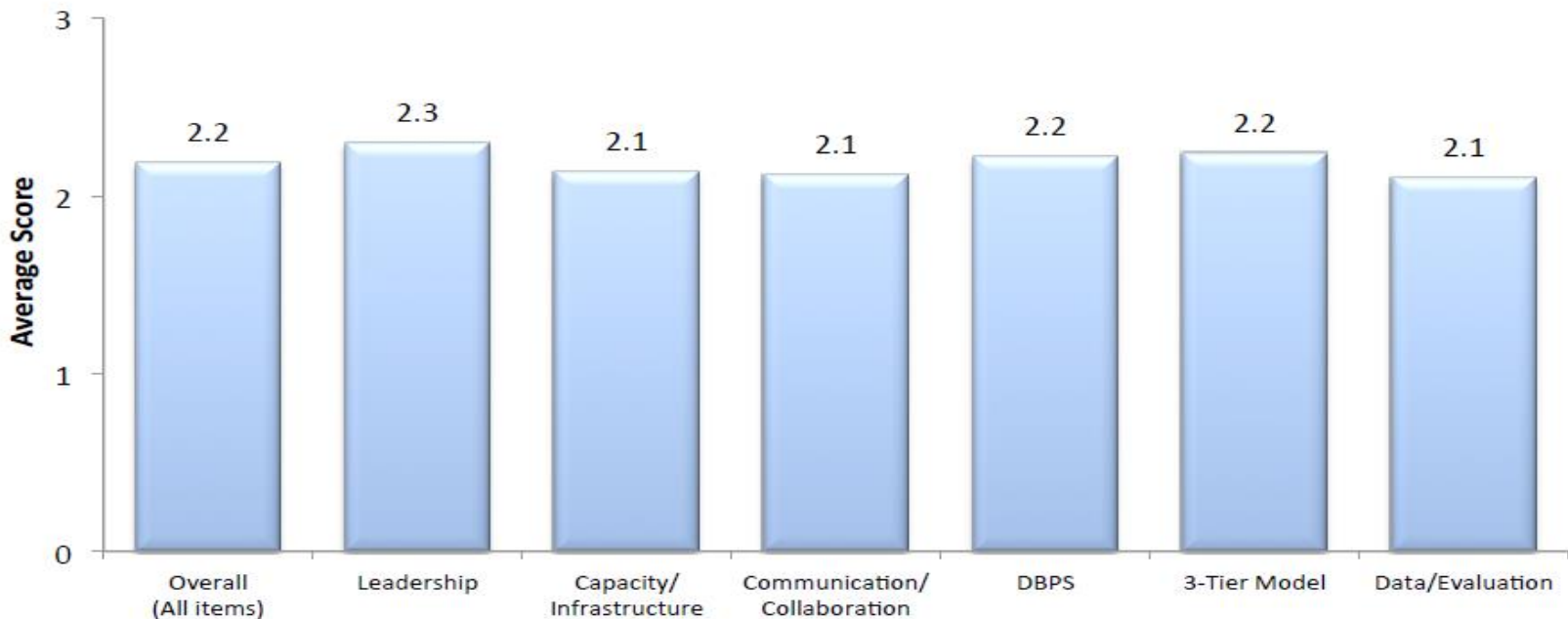
The SAM instrument is used to measure school level implementation of a Multi-Tiered System of Supports.



# District SAM Report

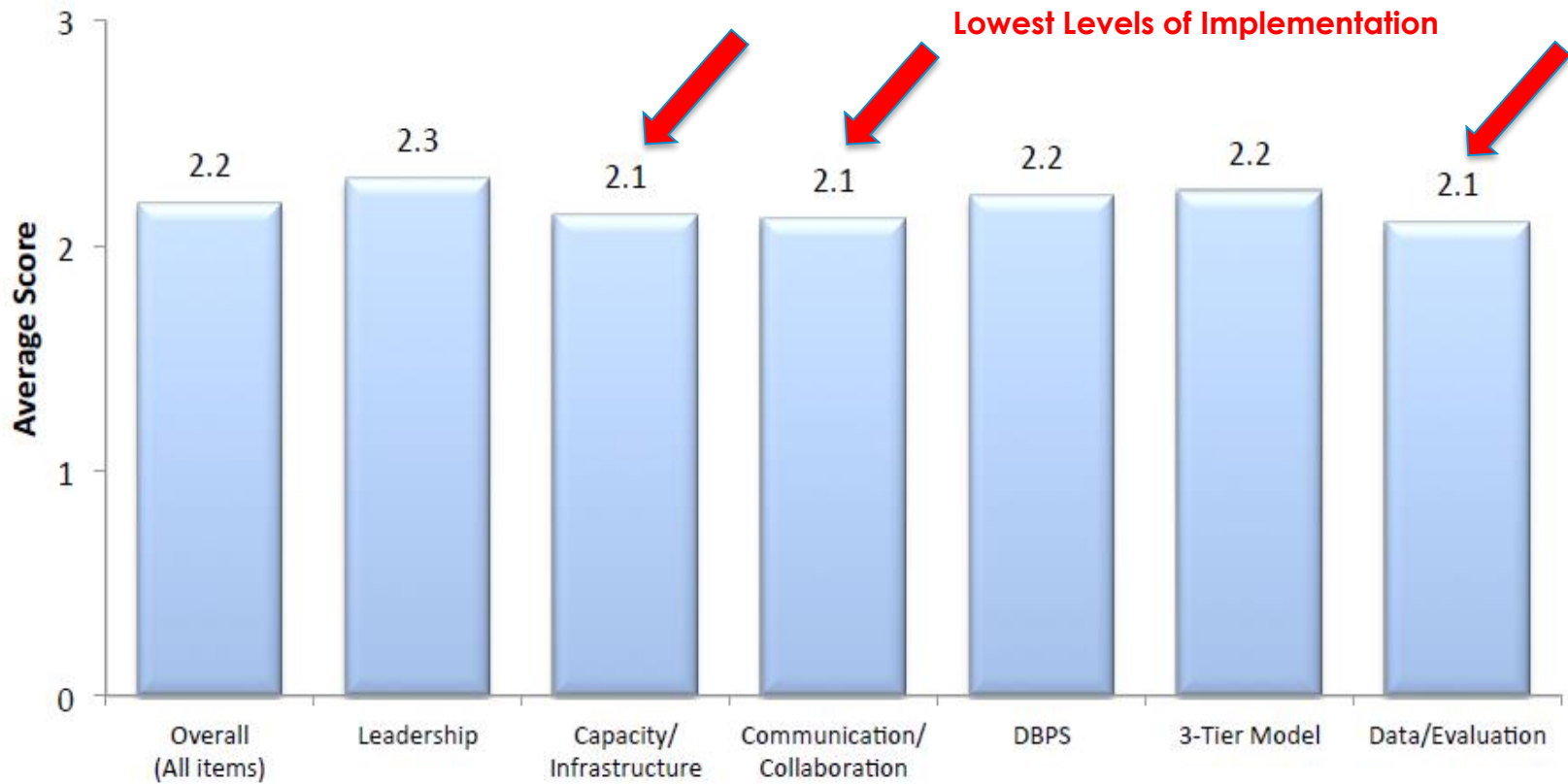
Download your SAM report, convene your school -based team, analyze your SAM data, identify effective practices, identify lowest levels of implementation, and complete your action plan. At a minimum the school -based team must address the 2 lowest average SAM domains and at a maximum address all 6 SAM domains.

## District Domain Averages



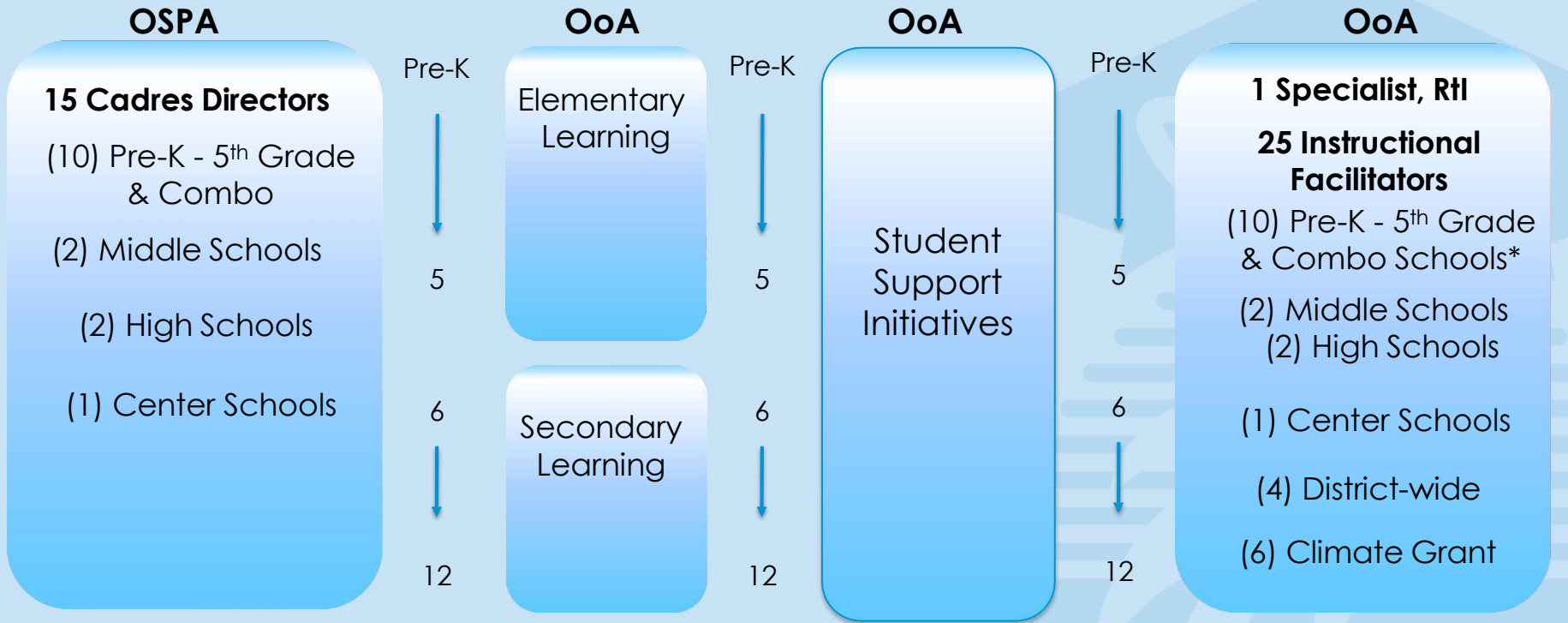
# District-wide Implementation

## District Domain Averages





# Support Alignment




# MTSS/RTI Action Plan

## ☆ Data-Based Problem-Solving

Current Average	
Goal Average For 2018 - 2019	
What elements will be addressed?	<input type="checkbox"/> Data are used to identify student outcomes across content areas, grade levels, and tiers (21) <input type="checkbox"/> Data are used to identify student outcomes across times, data used to identify current outcomes (22) <input type="checkbox"/> Data are used to identify student outcomes across all of meeting expectations (23) <input type="checkbox"/> Plans are developed based on why students are not meeting expectations (24) <input type="checkbox"/> Data are used to identify student outcomes across all of meeting expectations (25) <input type="checkbox"/> Results are used to identify student outcomes across all of meeting expectations (27)
Why is it occurring?	
What are we going to do about it?	
Action Plan	
How will we monitor and measure our progress?	
Person(s) Responsible	
Follow Up Date	
Completion Date	



# MTSS/RtI Action Plan Implementation

<b>How will we monitor and measure our success?</b>	<div data-bbox="289 285 1835 414"></div> <ul data-bbox="347 442 1391 656" style="list-style-type: none"><li>• Measure our success by Self-Assessment of Multi-Tiered System of Supports (SAM) domain average increase</li><li>• Collect evidence to support implementation, MTSS/RtI meeting agendas and professional learning sessions</li><li>• Records review (BASIS 3.0)</li><li>• Classroom observations</li><li>• MTSS/RtI look-fors</li><li>• Critical Components Checklist and/or Observation (District MTSS/RtI Instructional Facilitator)</li></ul>
<b>Person(s) Responsible</b>	Luther Vandross, Principal; Anita Baker, RtI Contact; Faith Hill, Literacy Coach, Tarrus Riley, Math Coach; George Michael, School Counselor; Chance
<b>Follow Up Date</b>	09/22/2015
<b>Completion Date</b>	12/22/2017
<div data-bbox="115 1120 734 1178"><span>Save</span> <span>Save &amp; Upload Supporting Evidence</span> <span>Cancel</span></div>	



# SAM Elements & Rubric

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
<b>1. Leadership Domain (Items 1-5)</b>					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does <u>not</u> actively support MTSS.	The principal has an urgent desire to develop MTSS, but does not establish a vision for MTSS.	<u>and</u> The principal actively supports the leadership team and staff to build capacity for implementation	<u>and</u> The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel <sup>1</sup> ) and is responsible for facilitating MTSS implementation <sup>2</sup>	<u>No</u> leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation.	The leadership team has clear expectations for facilitating implementation,	<u>and</u> The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	
3. The leadership team actively engages staff in ongoing professional development and coaching <sup>3</sup> necessary to support MTSS implementation	The leadership team does <u>not</u> have a need to provide professional development or coaching for MTSS implementation	Leadership team members are engaged in ongoing professional development and coaching.	<u>and</u> A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	<u>and</u> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	<u>No</u> strategic plan for MTSS implementation exists	Leadership team is engaged in district, facility, and community partners to identify stakeholder needs, resources for, and barriers to implementation.	<u>and</u> As part of the school improvement planning process a strategic plan is developed that includes MTSS implementation <sup>4</sup>	<u>and</u> A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	
5. The leadership team is actively facilitating implementation of MTSS <sup>5</sup> as part of their school improvement planning process	The leadership team is <u>not</u> actively engaging in efforts to facilitate MTSS implementation	The leadership team actively engages in efforts to facilitate implementation of the critical elements <sup>5</sup> of MTSS	<u>and</u> The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	<u>and</u> The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	



# MTSS/RtI Action Plan Outcomes

- Preventative approach applied across all tiers
- Identify who needs support as early as possible
- Implement supports as early as possible as needed and determine if those supports are effective
- Prevent development of new problems/challenges
- Reduce the number of existing problems/challenges
- Reduce the intensity and complexity of needed supports
- Implement and sustain a multi-tiered system of student supports with fidelity



# Next Steps

- SBLT/CPST implement MTSS/RTI Action Plan steps
- Collect data and evidence that demonstrates increase in MTSS implementation
- Monitor MTSS implementation progress
- Update MTSS/RTI Action Plan
- Communicate plan and progress to staff

## SAM Administration Timeline

4.	<ul style="list-style-type: none"> <li>▪ Distribute and review SAM Administration Timeline</li> <li>▪ Provide professional learning session</li> <li>▪ Review SAM and rubric</li> <li>▪ View Brainshark</li> <li>▪ View PowerPoint</li> </ul>	February 26, 2018	Principal and School-based Leadership/ CPS Team	<ul style="list-style-type: none"> <li>▪ Resources can be found at Diversity, Prevention &amp; Intervention SharePoint  <a href="https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/SAM.aspx">https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/SAM.aspx</a></li> <li>▪ Brainshark Link:  <a href="https://psrti.adobeconnect.com/p96rt3ww9cm/">https://psrti.adobeconnect.com/p96rt3ww9cm/</a></li> </ul>
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# Professional Learning

**“An Introduction to a Multi-Tiered System of Supports”  
(MTSS) accessible through Florida’s Professional  
Development Portal**

<http://pdportal.florida-ese.org>

1. What Is an MTSS and Why Is It Important
2. Multi-Tiered System of Support
3. The Problem-Solving Process
4. ESE Eligibility in an MTSS
5. Case Study Applications of MTSS Practices

Contact Diversity, Prevention & Intervention – 754-321-1655  
Email certificate of completion to [adrienne.Dixson@browardschools.com](mailto:adrienne.Dixson@browardschools.com)



# Resources And Support

## Diversity, Prevention & Intervention SharePoint

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/SS/DPI/Pages/default.aspx>

- **MTSS/Rtl Instructional Facilitator**  
(See Support Matrix)
- **Diversity, Prevention & Intervention**  
754-321-1655
- **Adrienne T. Dixon**  
954-235-6886



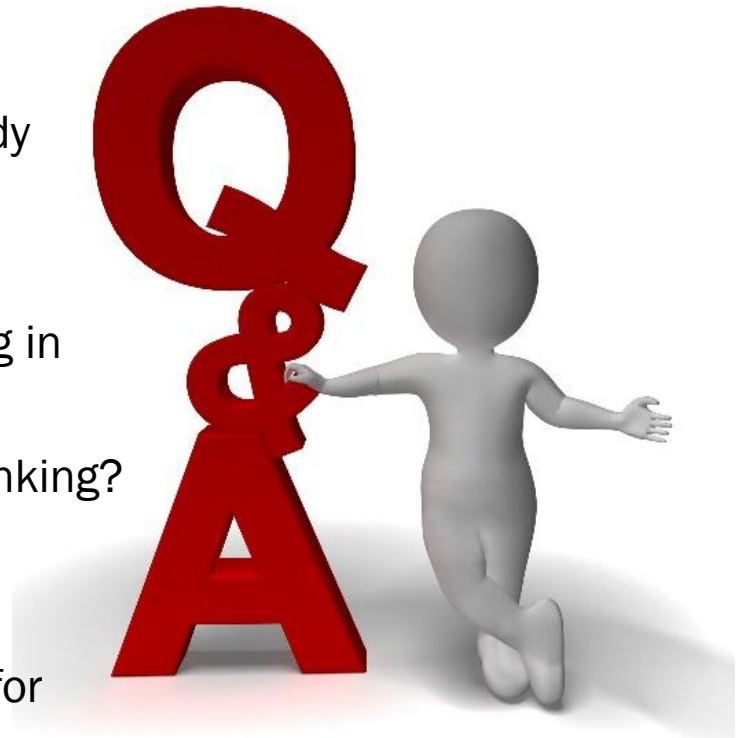
- **BASIS**
- **Code of Student Conduct**
- **Multi-Tiered System of Supports (MTSS)**
- **Positive Behavioral Interventions & Support (PBIS)**
- **PROMISE Program**
- **Response to Intervention (Rtl)**
- **School-wide Positive Behavior Plan (SPBP)**
- **Self-Assessment of MTSS Implementation (SAM)**
- **Social-Emotional Learning (SEL)**
- **Zone Platform for Assistance & Collaboration (Z-PAC)**





# Questions & Answers

- What of this is consistent with what I already know?
- What of this is new?
- How might this learning affect your thinking in relation to MTSS implementation?
- How has this validated or changed your thinking?
- What might you consider for changing your practice or your system?
- What resources/supports might you need for your next steps



# TITLE I PLAN (ADDENDUM)





Title I, Migrant & Special Programs

# 2017-2018 Title I Plan (Addendum)



**Adriana Karam, Program Specialist**

**Tamara Battle, Grant Facilitator**

**Yolanda Nails, Grant Facilitator**

# Title I Plan (Addendum)



**Why** do Title I Schools complete the SIP and/or Title I Plan (Addendum)?

Public Law No. 114-95,  
Section 1116

requires that all Title I Schools complete a School-wide Plan.



# Title I Plan (Addendum)



In Broward County:

If your school has a grade of D or F

(**focus or priority school**):

You are required to complete

The Florida Department of Education  
School Improvement Plan

template, which has **embedded** the required components of a schoolwide program, as set forth in the No Child Left Behind (NCLB) Act of 2001 (reauthorized as the Every Student Succeeds Act in 2015).



# Title I Plan (Addendum)



In Broward County:

If your school has a grade of A, B or C...  
You are required to complete the  
Broward School Improvement Plan template.

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



## DIRECT LINK TO OSPA CENTRA 2.0

Welcome to OSPA Central 2.0

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





# Let's Review!

## Title I Plan (Addendum)

### MAIN

 Dashboard

 School Improvement Plan

 Attendance Plan

 Behavior Plan

 FACE Plan

 Title 1 Plan (Addendum)





# **Title I Plan (Addendum)**

## **\*REQUIREMENTS\***



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





# **Title I Plan (Addendum)**

## **\*ADDITIONAL REQUIREMENTS\***

### **Coordination & Integration**

- **Title I, Part A**
- **Title I, Part C-Migrant**
- **Title I, Part D**
- **Title II (Professional Development)**
- **Title III (ELL)**
- **Title X, Homeless Education**





## Title I Plan (Addendum)

### **\*ADDITIONAL REQUIREMENTS, cont.\*** **Coordination & Integration**

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





# Title I Plan (Addendum)

## \*ADDITIONAL REQUIREMENTS, cont.\*

### Coordination & Integration

- **Head Start**
- **Adult Education**
- **Career and Technical Education**
- **Job Training**
- **Other**



# \*PRE-SCHOOL TRANSITION\*



- **Indicate how your school services the pre-school aged students**  
(i.e. Head Start, Title I/VPK, Specialized Pre-K ESE)
- **Describe the process for orienting new families to your school**  
(i.e. Kindergarten Round-Up)



# PARENT INVOLVEMENT Action Plan



## ➤ Level/Expected Level of Parent Involvement as it relates to total number of participants

### ☆ 2016 - 2017 Level of Parent Involvement:



Indicate the number of Parents and/or Guardians who participated in parent involvement activities. [i.e., Use documentation from sign in sheets]

Total Number of Parents and/or Guardians

### ☆ 2017 - 2018 Expected Level of Parent Involvement:



Indicate the number of Parents and/or Guardians who are expected to participate in parent involvement activities for this year.

Total Number of Parents and/or Guardians





# PARENT & FAMILY ENGAGEMENT Action Plan

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

[Add Activity](#)

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



# PARENT & FAMILY ENGAGEMENT Action Plan



## ➤ High Quality and Ongoing Professional Development (Aligned to Title I, Part A School-Based Budget)

➤ Add Professional Development/ELO Activity

Professional Development/ELO Activities	Description Provide detailed information to support activities such as teacher salaries, stipends, materials and supplies	Funding Source	Amount *Entire Title I Professional Development allocation must be reflected here
Benchmark Assessment System Training	Teachers in the primary and intermediate grades will attend Benchmark Assessment System Training (B.A.S.) during the first quarter of the 2016-2017 school year to enhance their teaching skills in the area of reading and diagnostic testing. Teachers will learn how to implement the new diagnostic tool to assess student reading levels. This will allow teachers to use this diagnostic tool to help shape small group reading instruction, as well as tailor lessons based on students' diagnostic needs. This diagnostic tool will be utilized monthly.		
Ready and I-Ready Reading Training	Teachers in the primary and intermediate grades will attend the Ready and I-Ready Reading Training September 21 and 22, 2016. This training will enhance their understanding of the new core curriculum reading series to be used during whole group and small group instruction. Teachers will learn how to utilize the I-ready diagnostic tool to help drive curriculum and differentiate instruction in order to enhance their teaching skills.		
Ready and I-Ready Math Training	Teachers in the primary and intermediate grades will attend the Ready and I-Ready Math Training September 12, 13 and 14, 2016. This training will enhance their understanding of the new core curriculum math series to be used during whole and small group instruction. Teachers will learn how to utilize the I-ready diagnostic tool to help drive curriculum, as well as differentiate instruction in order to enhance their teaching skills.		
Touch Math Training	Teachers in Grades K-5 will attend Touch Math training August 19, 2016. Touch math is strategy system, which utilizes the corresponding numbers of dot on numbers to help students remember the numerical value, when computing basic math concepts. This strategy can be used by the classroom teacher as an alternative method, when students are having difficulty with basic computation.		
Authentic Professional Learning Community	Teachers, administrators and support staff will attend weekly Professional Learning Communities throughout the school year. They will analyze students data, work collaboratively to unwrap the Florida State Standards, and develop in-depth lessons (i.e., CARE packages) that will include step by step instructions, research based remediation and enrichment components, various teaching materials, strategies, and websites information that will be utilized to enhance student achievement.		







# Suggestions for Best Practices

- **Include your Title I Liaison on your SIP team. (6 eBinder compliance items reference the SIP/Title I Plan)**
- **Complete ALL requirements in a detailed, narrative format.**
- **Please indicate if the requirement is not applicable to your school.**
- **Refer to the “More Information” pull down tab as needed for examples.**
- **Be complete and concise with your responses.**



|  
**TITLE I PROGRAM SPECIALISTS  
 2017-2018 SCHOOL ASSIGNMENTS**

138

Rev. 4/21/17 pc

<b>MICHAEL SHORTER</b> 754.321.1405 [34]	<b>ANNETTE TORRY</b> 754.321.1404 [10]	<b>PAULA CANADY</b> 754.321.1407 [37]	<b>SHARONDA WEBB</b> 754.321.1408 [10]	<b>LINDA HOWARD</b> 754.321.1410 [12]	<b>ADRIANA KARAM</b> 754.321.1400 [35]
BANYAN	BROADVIEW	ATLANTIC WEST	BROWARD ESTATES	BOULEVARD HEIGHTS	BENNETT
CHALLENGER	CASTLE HILL	BETHUNE	DILLARD	CRESTHAVEN	CYPRESS
COCONUT PALM	ENDEAVOUR	COCONUT CREEK	KING, JR., DR. MARTIN L	DEERFIELD BEACH	DREW, CHARLES
COLBERT	LARKDALE	COLLINS	MARSHALL, THURGOOD	DEERFIELD PARK	FLORANADA
*CORAL COVE	LAUDERHILL, PAUL T	*CORAL PARK	ROCK ISLAND	HOLLYWOOD PARK	LLOYD ESTATES
CROISSANT PARK	ORIOLE	CORAL SPRINGS	SUNLAND EARLY LEARNING	NORCREST	MARKHAM
DISCOVERY	PARK LAKES	DANIA	WESTWOOD HEIGHTS	ORANGE BROOK	MCNAB
*DOLPHIN BAY	ROYAL PALM	DAVIE		PARK RIDGE	MEADOWBROOK
FAIRWAY		DRIFTWOOD		TEDDER	MIRROR LAKE
FOSTER, STEPHEN		FLAMINGO		WEST HOLLYWOOD	NORTH ANDREWS GARDENS
GULFSTREAM ACADEMY		FOREST HILLS			NORTH SIDE
HORIZON		HOLLYWOOD CENTRAL			NOVA BLANCHE F.
LAKE FOREST		HUNT, JAMES			NOVA EISENHOWER
MAPLEWOOD		LIBERTY			OAKLAND PARK
MIRAMAR		MARGATE			PALM COVE
NOB HILL		MORROW			PALMVIEW
NORTH FORK		NORTH LAUDERDALE			PASADENA LAKES
PERRY, ANNABEL		OAKRIDGE			PEMBROKE LAKES
RAMBLEWOOD		PARKSIDE			PEMBROKE PINES
RIVERLAND		PINEWOOD			PETERS
SANDPIPER		QUIET WATERS			PINES LAKES
SEA CASTLE		SHERIDAN HILLS			PLANTATION
SUNSHINE		SHERIDAN PARK			PLANTATION PARK
TAMARAC		STIRLING			POMPANO BEACH
VILLAGE		TRADEWINDS			SANDERS PARK
WATKINS		*WESTCHESTER			SAWGRASS
WELLEBY		WINSTON PARK			WALKER
					WILTON MANORS

**MIDDLE SCHOOLS**

<b>BAIR</b>	<b>LAUDERDALE LAKES</b>	<b>ATTUCKS</b>	<b>DANDY, WILLIAM</b>	<b>APOLLO</b>	<b>NOVA</b>
<b>McNICOL</b>	LAUDERHILL MIDDLE/HIGH	*CORAL SPRINGS	DILLARD MIDDLE/HIGH	DEERFIELD BEACH	PINES
MILLENNIUM		CRYSTAL LAKE	PARKWAY		PLANTATION
NEW RENAISSANCE		DRIFTWOOD			POMPANO BEACH
NEW RIVER		FOREST GLEN			RICKARDS, JAMES
RAMBLEWOOD		LYONS CREEK			SEMINOLE
WESTPINE		MARGATE			SUNRISE
		OLSEN			
		SAWGRASS SPRINGS			
		SILVER LAKES			



# Need help? Contact us!



**Adriana Karam**

**754-321-1417**



**Tamara Battle**

**754-321-1400**



**Yolanda Nails**

**754-321-1400**



# BEHAVIOR PLAN

Upload Completed Behavior Plan to the 2017-2018 SIP Template





# School Improvement Plan Presentation December 2017

Broward County Public Schools 

Diversity, Prevention & Intervention Department



## School-wide Positive Behavior Plan SPBP



# Objectives

After this presentation, you will know:

- ✓ Why all schools need to complete a SPBP
- ✓ How the SPBP is connected to PBIS
- ✓ What the template contains this year
- ✓ What your next steps should be
  - **SPBP Implementation Plan**
- ✓ Where to find the resources to complete the SPBP
- ✓ When the SPBP is due

**HINT: April 30  
every year!**





# Rationale

## Does every school have to have a SPBP?

Yes, the SPBP is a part of the School Improvement Plan (SIP) and includes the BTU-contracted discipline plan. Even if your school completes the state SIP they still need to complete the SPBP. It is also an embedded piece of **Best Practice # 2: Ensuring High Quality Embedded RtI Processes.**

## Why?

**The SPBP is the blueprint of your behavior curriculum.** It needs to be documented and monitored for you to be able to evaluate the success of your curriculum. All schools, regardless of level or type, must have an individualized implementation plan submitted on the District's template.





# The District's Initiative

## Multi-Tiered System of Supports (MTSS)

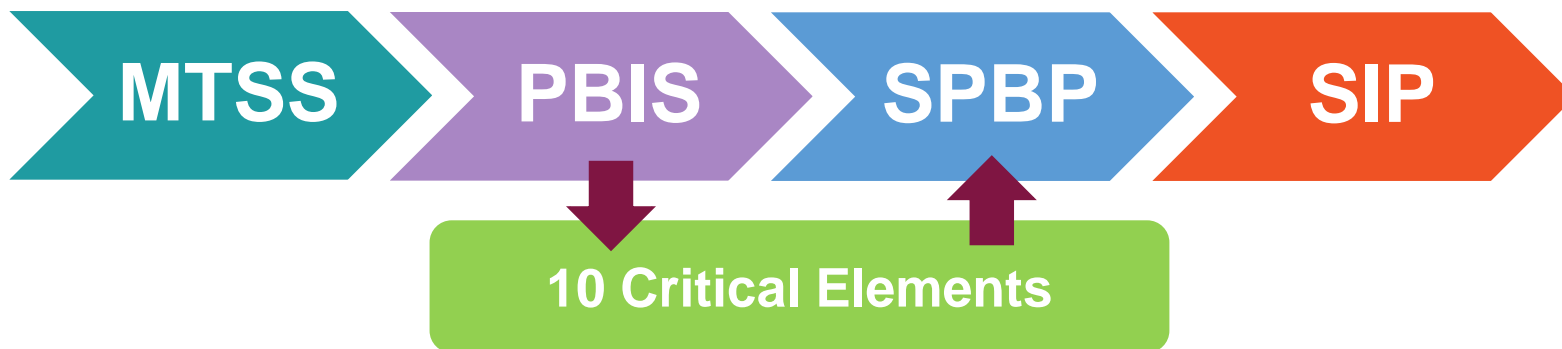
MTSS is a term used to describe an evidenced based model of schooling that uses data based problem solving to integrate academic **and behavioral instruction and intervention**. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.







# How does it all fit together?





# The SPBP *is* PBIS!

## 10 Critical Elements:

1. Active PBIS/Discipline Team with Leadership Participation
2. Faculty & stakeholder buy-in & commitment
3. School-wide Expectations with Lesson Plans
4. Location-based Rules with Lesson Plans
5. Effective Reward/Recognition Programs
6. Effective Discipline Process and Procedures
7. Classroom Management System (CHAMPs)
8. Data-based decision making
9. Implementation Planning
10. Ongoing Progress Monitoring & Evaluation





# Multiple Tiered Systems of Supports

## ACADEMIC SYSTEMS

RtI

Tier 3: Comprehensive & Intensive *Students who need individualized interventions.*

Tier 2: Strategic Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*

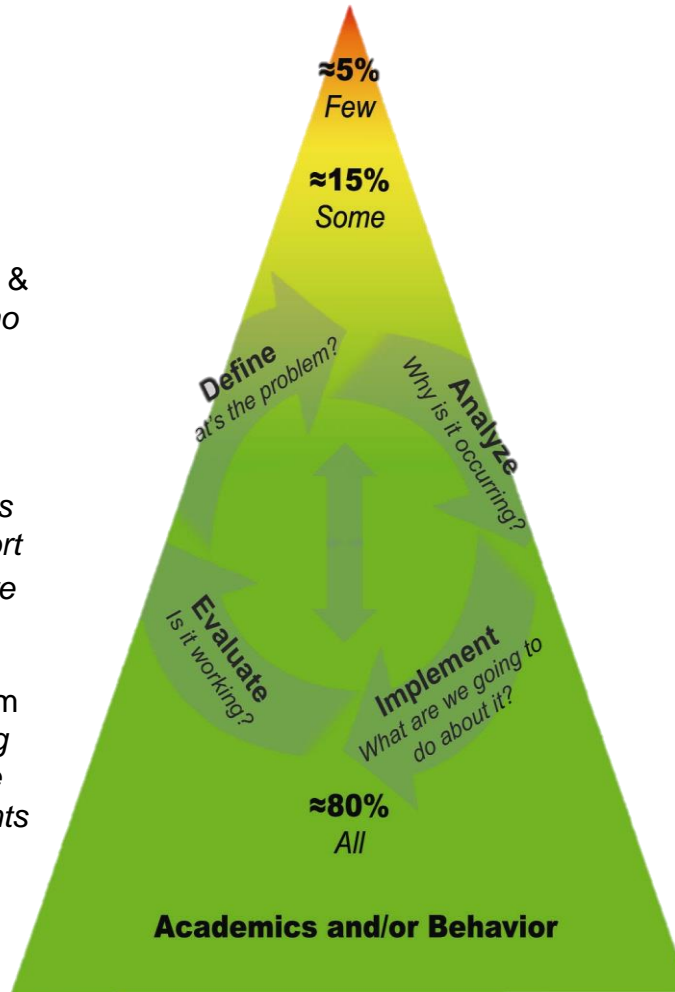
## BEHAVIOR SYSTEMS

PBIS

Tier 3: Intensive Interventions *Students who need individualized intervention.*

Tier 2: Supplemental Supports: *Students who need more support in addition to school-wide positive behavior program.*

Tier 1: Universal Interventions *All students in all settings.*





# Multiple Tiered Systems of Supports

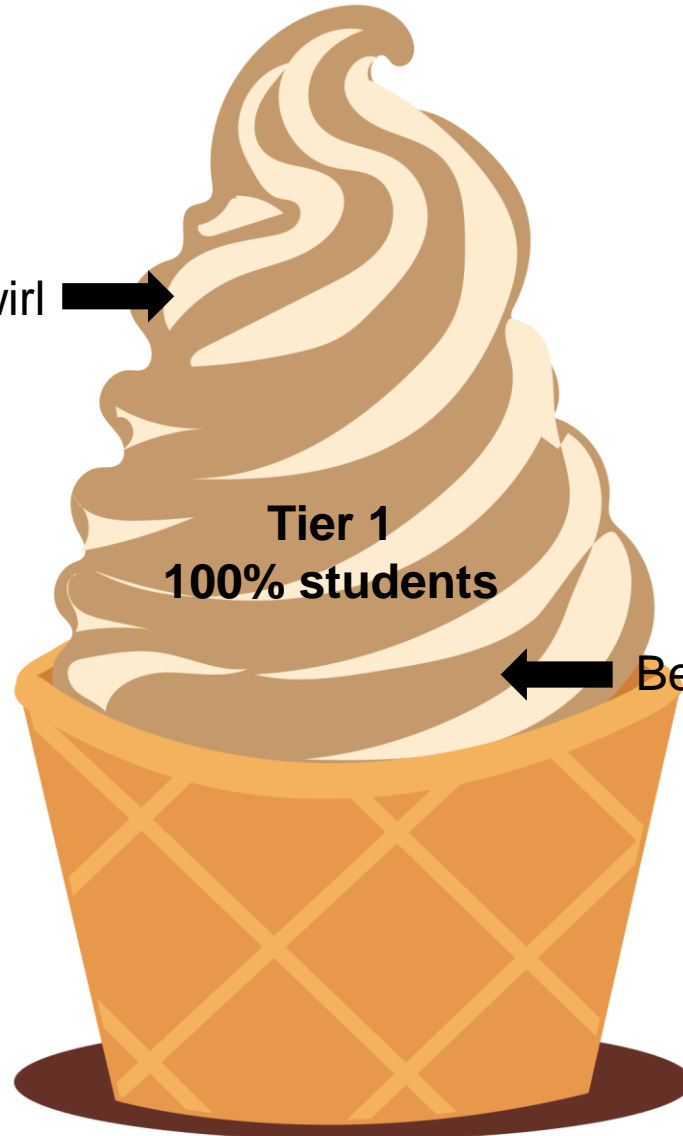
Academic swirl



**Tier 1**  
**100% students**



Behavior swirl



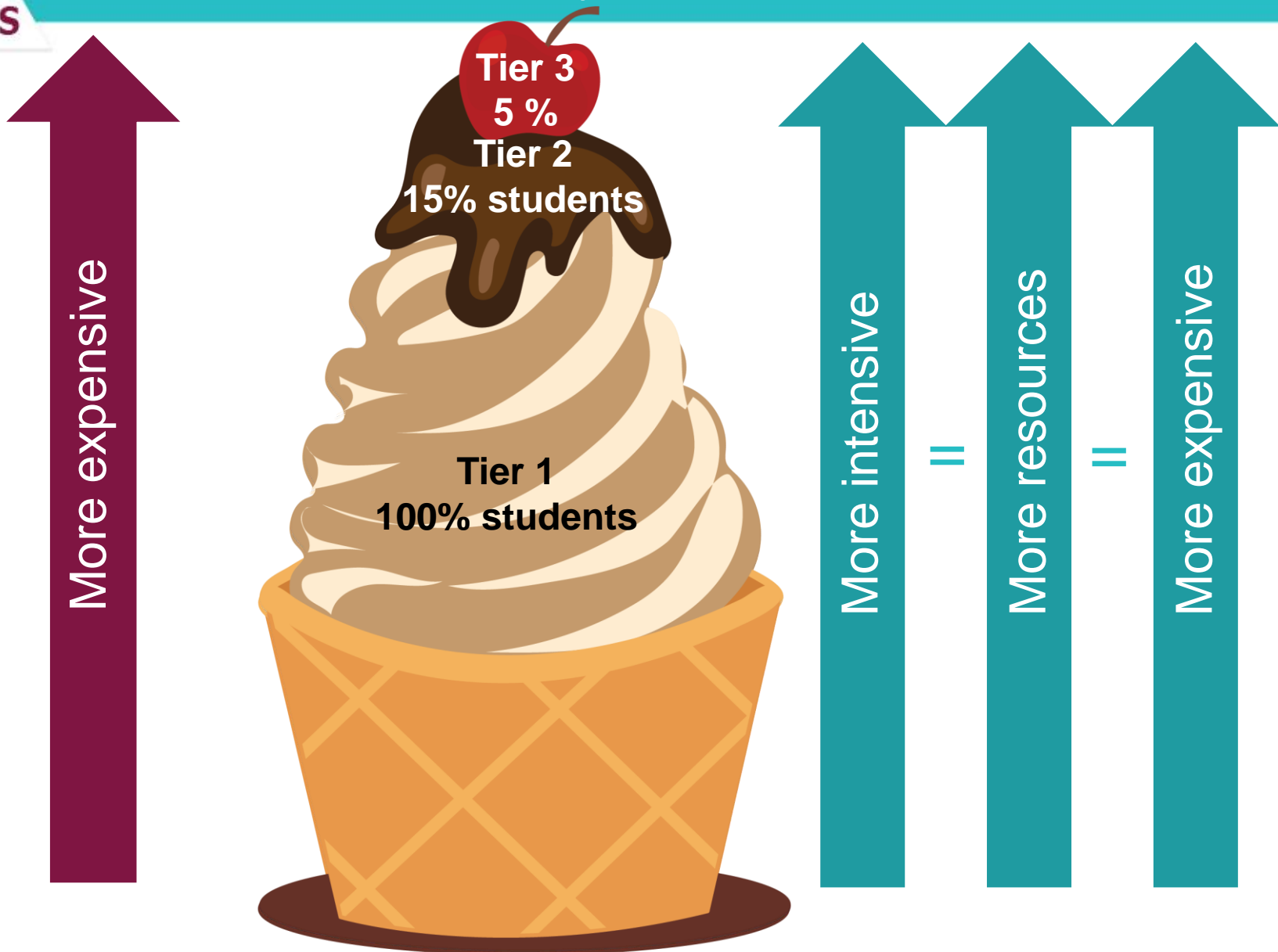


# Multiple Tiered Systems of Supports





# Multiple Tiered Systems of Supports





# Outcomes of Tier 1 PBIS

effectively and consistently implementing

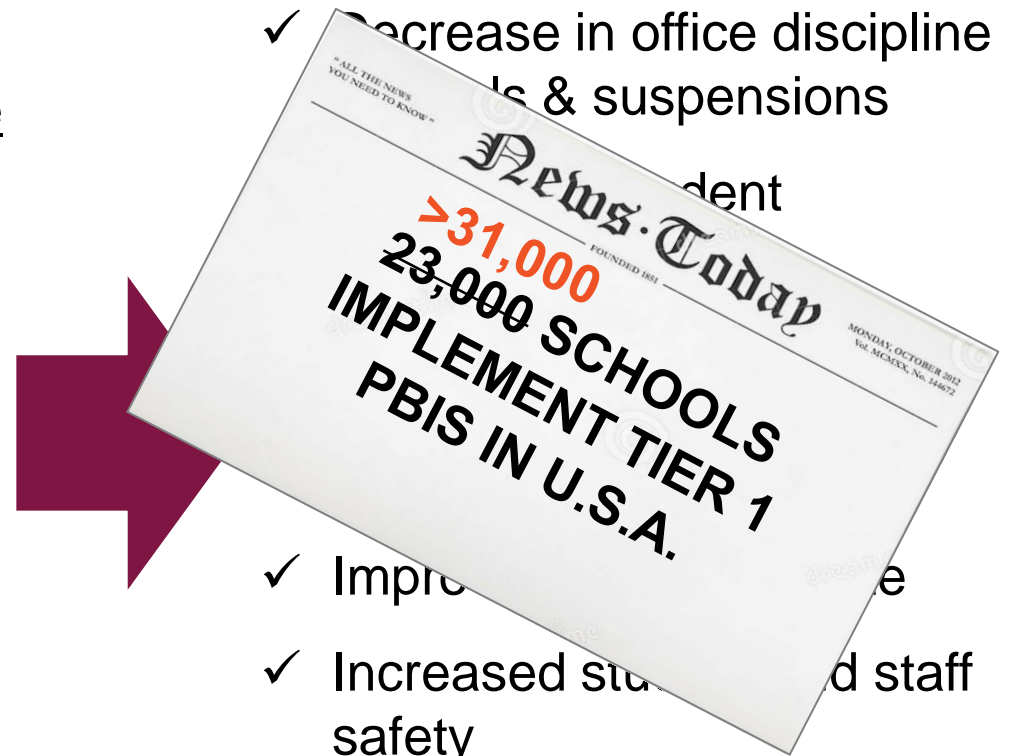
## PBIS

**Builds environments** in which positive behavior is more effective than problem behavior

Is a **collaborative, assessment-based** approach to developing effective interventions for problem behavior

Emphasizes the use of **preventative, teaching, and reinforcement-based strategies** to achieve meaningful and durable behavior and lifestyle outcomes

- ✓ Decrease in office discipline referrals & suspensions



- ✓ Improved student and staff safety
- ✓ Increased student and staff safety
- ✓ Decreased staff absenteeism



# Where is the new SPBP template?

## **Directions to get on to OSPA v 2.0 for the School-wide Positive Behavior Plan**

Go to <http://browardschools.com/>

- Hover on “About Us” and click on “Departments”
- Click on “Office of School Performance and Accountability” (OSPA)
- Click on “OSPA Central v2.0” in the quick links box on the right side
- Log in using PIN number and Password  
*(user must have access to the plan from your Principal)*
- Click on “Behavior Plan” in the Dashboard on the left side
- Click on “View”

**Make sure you are in 2018-19 school year in upper right corner**

- Read directions and click on the green download button to get your new SPBP template





# What's on the new template?

It is 40% shorter!

- Includes all 10 Critical Elements from PBIS
  - Classroom Management
  - SPBP Implementation Plan (to be used through the year, next year)
- 11 pages (1 page per Critical Element, plus 1 Discipline Flow Chart)
- Behavioral Lesson Plans not included this year (maintain on file at school)
- New points for submitting on time (before May 1)

**TITLE BOXES have pink shading for 2018-19 template**



# Step 1: Create a team

## 6-10 committed members:

Represent all major stakeholders and every grade level at the school:

- ✓ Administration
- ✓ BTU
- ✓ Instructional representation from every grade level
- ✓ Non-instructional staff
- ✓ Specialists
- ✓ Support Staff
- ✓ Specials teachers
- ✓ ESPs
- ✓ Parents / community





## Step 2: Meet regularly

### Teams will:

- Meet a minimum of quarterly; check SPBP for meeting dates
- Review SPBP documentation **vs** actual implementation
- Follow the SPBP Implementation Plan (**See handout**)
- Review behavior data for trends and weak areas
- Modify the SPBP as needed
- Share behavior data and implementation fidelity with staff quarterly
- Share behavior data and implementation fidelity with stakeholders quarterly
- Hold a faculty vote on the SPBP
- Submit the SPBP in OSPA v.2.0 **by April 30<sup>th</sup>** every year





# Step 3: Use your resources

## Broward website:

<http://www.browardprevention.org/mtssrti/rtib/>

- ✓ Principal Brainshark
- ✓ Team Overview Brainshark
  - Team mini “how to” Brainsharks
  - SPBP Lesson Plan and flow chart samples
  - In-depth 10 Critical Element Brainsharks and resources

## State website:

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

- PBIS information, forms, webinars, etc.

[Tyyne.Hogan@browardschools.com](mailto:Tyyne.Hogan@browardschools.com)





## Step 4: Send out a staff survey

To earn bonus points:

1. Provide ALL school employees with this SurveyMonkey link:

<https://www.surveymonkey.com/r/preSPBP18>

2. Once ALL (>50% of staff) of your surveys are completed, email Tyyne.Hogan@browardschools.com to request an analysis report.

include: **school name**

**contact person**

**# of full time employees at school**

OPTIONAL



- ✓ Must have a minimum of **50%** of your staff complete the survey
- ✓ Must have requested and received analysis report
- ✓ All steps must be completed before April 1, 2018



# Step 5: Seek district supports

## January 15<sup>th</sup>:

- Principal memo in PIVOT released
- New SPBP Template available
- SPBP for Principals Brainshark available
- SPBP Team Overview Brainshark available
- Mini “how to” Brainsharks available
- “Additional items” available



## Webinars:

- January 30, 2018 at 9:00am at: <http://browardschools.adobeconnect.com/spb>
- February 15, 2018 at 1:00pm at: <http://browardschools.adobeconnect.com/spb>
- March 14, 2018 at 3:00pm at: <http://browardschools.adobeconnect.com/spbp3>



# Helpful Hints



- Don't wait to start working on your SPBP
- Complete a pre-SPBP survey with staff
- Make it a multi-disciplinary team project
- Explain to staff how it will provide a consistent language across the school and will benefit them
- Play the PBIS 101 Brainshark for staff at a meeting
- Obtain stakeholder's feedback on updates
- Hold your vote *early* to be able to make any needed changes before the deadline
- Become a PBIS school (contact [Tyne.Hogan@browardschools.com](mailto:Tyne.Hogan@browardschools.com))
- **Ask for help!** (contact [Tyne.Hogan@browardschools.com](mailto:Tyne.Hogan@browardschools.com))



# Contact

For more information on becoming a PBIS School, contact [tyne.hogan@browardschools.com](mailto:tyne.hogan@browardschools.com)

## Diversity, Prevention & Intervention

Lauderdale Manors Resource Center

754-321-1655



or visit our website at:

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



@ Broward, Prevention & Intervention



@ DiversityBCPS



# 3. VAL-ED SURVEY TIMELINE & PROCEDURES



# VAL-ED SURVEY

The VAL-ED is an online survey all directors, principals and teachers take to rate the effectiveness of instructional leadership at each school site

The survey results will serve as a guide for professional development for cadre directors

- Survey answers are completely anonymous and the online survey will take about 20-30 minutes
- It is advised that the survey be completed in one sitting

- Schools will receive a school survey code and unique access codes to be randomly distributed

**SPECIFIC DIRECTIONS WITH ACCESS CODES WILL BE SENT TO PRINCIPALS**

- Ratings for each question are scored from 1 (lowest) to 5 (highest)
- When a score for each item is given, an item from the “evidence” choices needs to be indicated



# VAL-ED SURVEY

**2017-18 VAL-ED SURVEY WILL BE CONDUCTED  
JANUARY 8 – JANUARY 31**

**PRINCIPALS WILL BE SENT DIRECTIONS VIA PIVOT**

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



# 4. A+ SCHOOL RECOGNITION FUNDS



# A+ RULES

**All schools that qualify for A+ Funds Must complete the process by February 1, as required by Florida Statute 1008.36:**

Schools that sustain high performance by receiving a school grade of "A;" or Schools that demonstrate exemplary improvement due to innovation and effort by improving at least one letter grade; or Schools that improve more than one letter grade and sustain the improvement the following school year; or Schools designated as Alternative Schools that receive a school improvement rating of "Improving" or improve at least one level.

**Additional Information:** Please be advised that this program is not governed by any collective bargaining agreement but is governed by Florida Statute



# A+ PROCESS

**Information about the A+ Fund Process may be found at:**

[http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative\\_id=6](http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=6)

**Schools must place A+ documentation in the SAC/SAF Upload Center:**

SAC Minutes, attendance and voting results for each A+ Recognition Funds Meetings

**Information about Accountability Rules and School Grade Calculations**

<http://www.fldoe.org/accountability/accountabilityreporting/accountability-rules.stml>

**Important Note - Florida Statute 1008.36 states:**

"If school staff and the School Advisory Council cannot reach agreement by February 1, the award must be equally distributed to all classroom teachers currently teaching in the school."



1. **The School Advisory Council (SAC) creates written proposals in the form of a ballot for the expenditure of the funds:**
  - a. **The ballot lists the options for dispensing the A+ Funds.**
  - b. **Use percentages when creating your award distribution proposals through SAC. (For example, 80% of the award to be distributed equally among all staff members employed at the school during prior school year and 20% goes back to the school).**
2. **One of the options on the ballot must be “none of the above.” It is recommended that the ballot consist of 1 or 2 options and “none of the above” such that there is a greater chance of one of the options receiving a majority vote (51%) on the first round of voting.**
  - a. **The ballot MUST be presented to the faculty and staff a minimum of three workdays prior to the vote.**
3. **Funds may be used for:**
  - a. **One-time bonuses to faculty and staff,**
  - b. **Purchase of educational equipment or materials, or**
  - c. **To hire temporary personnel to assist in maintaining and improving student performance.**
4. **Faculty and staff must vote by secret ballot on the proposals.**
5. **The proposal with the majority of votes (51%) is implemented.**
6. **If no proposal or “none of the above” receives the majority of votes, then the SAC reconvenes again and creates different proposals to be presented and voted on at another meeting.**
7. **Minutes and attendance MUST be taken for each meeting and submitted to the principal**
8. **Equipment and supplies shall be ordered by the site via District purchasing procedures.**



# 5. SCHOOL ADVISORY FORUM (SAF)





# Who are we?



- We are part of a team that advocates for children, our schools and our community stakeholders
- Advisory has:
  - Advocated for not using social security numbers to identify children, the schools now use a new randomly generated number to prevent identify theft and other privacy issues.
  - Advocated for defibrillators in every high school.
  - Advocated for online payment and the mobile app.  
Get the app at: [Online Meal Payment](#)



# Overview of Organizational Rules

Policies & Procedures

## School Board Policies

**1.7 SCHOOL BOARD-ESTABLISHED ADVISORY COMMITTEES AND APPOINTMENT OF A SCHOOL BOARD MEMBER REPRESENTATIVE(S) TO SUCH COMMITTEE(S)**

**1.2 District Advisory Council (DAC)**

**1.21 Area Advisory Committees (AAC)**

**1.3 School Advisory Forum (SAF)**

## Florida Sunshine Law

Statutes that mandate that meetings of governmental agencies and departments be open to the public at large.

## By Laws

Defines the primary characteristics of the organization and how it operates

## Robert's Rules of Order

It is a set of rules for conduct at meetings, that allows everyone to be heard and to make decisions without confusion.

## On Line Committee Training

**Training for Members of School District Appointed Committees, Councils, and Task Forces is mandatory.**

# Who Do We Represent?

As an elected SAF Chair we facilitate the group and do not claim to represent every parent or community member at our school; we simply provide a means by which the community can discuss concerns at your school that are not addressed by the School Advisory Council (SAC).

The SAC writes the School Improvement Plan and monitors its progress.

# Who are we?...

## Policy 1.3 - PURPOSE

Every school shall have a School Advisory Forum (SAF) that shall foster and promote communication between its stakeholders, the school, and the Area Advisory Council.

The Chair and Vice-chair shall be a parent or custodial guardian of a student who will be enrolled and attending the school during their term of service.

The **Chair cannot** be a Broward County Public School employee at the school **where they are employed**. (*Refer to your By Laws*)

# Who Is Our Membership?

- **1. The membership of the School Advisory Forum (SAF) shall be representative of the school community to include parents or guardians of students enrolled in the school, students of the school, business partners of the school, community members and business people. Participation from all ethnic, religious, cultural and socioeconomic backgrounds is welcomed and encouraged.**
- **Note: Open to all stakeholders. (Representative of the community served by the school, including, but not limited to parents, PTO/PTA's, Booster Clubs, Student government, senior citizens, local government officials, elected officials, and civic leaders.) Refer to your bylaws.**

# Who does the Sunshine law apply to?



- Legal Dept. Interpretation - Highlights - General Guide
- Governmental Proceedings at state and local levels are subject to the Sunshine Law • (state and local collegial public bodies must be in the Sunshine). This includes Advisory Boards.
- Meetings must be open to the public
- Public access to all meetings
- Public notice of meetings required
- Official minutes must be recorded
- Place of meeting must be easily accessible
- (Note: Entire decision-making process must be conducted in an open manner)

Sunshine Law, s. 286.011, F.S.,

# Who Needs By Laws?

- Every school must have a set of By Laws
- A template is available if you cannot find your school's set. [Office of School Performance and Accountability - School Advisory Forum Link](#)
- By Laws set the rules for the organization
  - Objectives
  - Officers
  - Duties
  - Meetings
  - Voting
  - Amendments

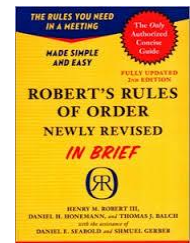
## Policy 1.3 C.11

The School Advisory Forum shall use guidelines developed by the district, develop and adopt procedural bylaws, conduct meetings in accordance with the Florida Sunshine Laws, and conduct meetings according to Robert's Rules of Order, Newly Revised.

# Who Is Robert and What Are His Rules?

Policies &  
Procedures

Robert's Rules of Order are guidelines on how to run a meeting, developed in the late 1870's, based on parliamentary procedure. It is detailed in its coverage of what to do in any given circumstance. It is unlikely that you will need to know all details, but should have an idea of the basic way a meeting will unfold.





# What Are The Roles & Expectations of an Advisory Committee

**“Volunteer citizen advisory boards are an integral part of American local government.”**

Municipal Research and Services Center

provide judicious advice from a stakeholders perspective

---

formulate, and forward well-developed, thoughtful recommendations to the legislative body

---

study critical issues, taking public testimony, performing independent research

---

Review staff reports and recommendations

---

Advice does not have to be accepted but it needs to be recognized if proper respect and consideration is given to the members.

# What Does SAF Need To Do

- Be supportive of the school and supportive in finding **solutions** to concerns being raised at the school level.
- Never blindsides your principal.
- Do not shy away from bringing something to the attention of your principal or SAF members.
- Remember we work together and we are not always going to agree on issues.
- Bring to the table information regarding the community and culture that assists a principal in interacting with the parents of your community.
- Provides a democratic way to problem-solve and build teams

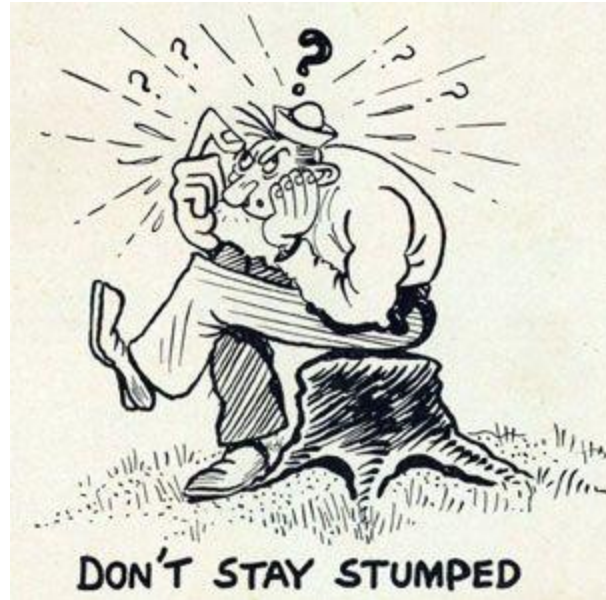
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- Provides a democratic way to problem-solve and build teams

# SAF DUTIES – Community

- Address parent/community concerns; work with the administration to solve problems and to initiate desirable change.
- Assist in planning, developing and implementing parent/community programs and training activities.

# Q & A



# 6. SIP MID-YEAR REFLECTION



# SIP MID-YEAR REFLECTION

## 1. Has your school made progress towards achieving the goal?

A. How do the structures & systems in place at your school ensure all facets of the school culture create predictable environments and a school climate that supports your SIP goal?



B. What are the gaps that exist between your current state and your desired state?

C. How will you address them between now and the end of this school year?



# SIP MID-YEAR REFLECTION

## 2. Have alterable barriers been eliminated or reduced?

(Alterable barriers are in-house infrastructure mechanisms such as scheduling, class structures, teacher attendance, student attendance, staff development plan, etc.)

A. What evidence do you see that a barrier has been reduced or eliminated?

C. If progress towards eliminating the barrier is not sufficient, where or what is the breakdown?

B. What evidence do you have that the barriers are wide-reaching and will help you achieve your goal?

D. Did you identify other barriers that could serve as effective re-entry points into the plan?





# SIP MID-YEAR REFLECTION

## 3. Are your strategies being implemented with fidelity?

A. Were decisions to continue, intensify, modify, or terminate strategies or action steps based on specific evidence?



# SIP MID-YEAR REFLECTION

## 4. What are your benchmarks for success?

A. How will you progress towards your goal impact student achievement?



B. What is your desired state?

C. What gaps exist between your current state and your desired state?



# SHARING BEST PRACTICES

**MID-YEAR REFLECTION FORMS AND SIP MID-YEAR BEST PRACTICES ARE POSTED ON OUR WEBSITE:**

[http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative\\_id=3](http://www.broward.k12.fl.us/ospa/initiatives.asp?initiative_id=3)

**Directions for School Leadership Team:** As part of the School Improvement Process, schools are asked to engage in collaborative conversation with all stakeholders to complete the Mid-Year School Improvement Reflection. After reviewing the document with SAC, the reflection needs to be uploaded to the SAC upload section of the SIP. **DA Schools must enter information in the FLDOE SIP located of Florida CIMS.**



# SIP TRAINING 2017-18

Quarter 3: February 26 – March 2

Quarter 4: May 7 – May 11

