OFFICE OF SERVICE QUALITY

SCHOOL IMPROVEMENT INFORMATION GUIDE
Quarter 4   2020 – 2021

This guide was created to provide schools with SIP information to share with stakeholders and to use for SIP training purposes. We are available to provide as much support as needed to support schools as they work through the school improvement process. Please do not hesitate to reach out to us for assistance.

Office of Service Quality: 754-321-3636

Established 1915

BROWARD
County Public Schools

TOPICS

1. SCHOOL IMPROVEMENT 2021-2022

2. BCPS CUSTOMER SURVEY 2021

3. SAC MEMBERSHIP AND ELECTIONS

4. REQUIRED SIP & SAC DOCUMENTATION

5. ACCREDITATION REVIEW PROCESS

6. DISTRICT PLANS IN BCPS SIP 2021-2022 & SUPPORT

1. SCHOOL IMPROVEMENT 2021-2022

DATES/DEADLINES 2021

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

Event Date/Deadline	Event/Document
January 22, 2021	**Mid-Year Reflection** Completed with the Leadership Team, reviewed with SAC, and uploaded in the SAC Upload section on the BCPS SIP. DA (now called School Improvement) Schools and SIG Schools must enter information in the FLDOE SIP located of Florida CIMS.
February 25, 2021 (New Deadline)	**New Waiver Applications** Completed in the Waiver Database and signed copies submitted to Office of Service Quality for approval.
March 1, 2021 - April 30, 2021	**BCPS Customer Survey: Cognia eProve Survey** Online survey for all stakeholders with completion rate targets of 20% for parents, 40% for students and 60% for teachers
March 29, 2021	**SIP Information for Quarter 4 - Power Point posted on** https://www.browardschools.com/Page/35378 Topics: School Improvement Planning for 2021-2022, Writing SIP Goals, Organization and Elections of SAC & SAF for next school year
April 23, 2021	**Continuation Waivers Updated Applications** All documentation required for continuation of a waiver completed & uploaded
April 30, 2021	**Cognia Executive Summary** All Schools are required to update the Cognia Executive Summary and upload to the SAC Upload Center on the BCPS SIP

WAIVERS

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

➢ **Continuation Waivers** must be updated yearly waiver documentation must be completed by April 23, 2021 Remember: The faculty (51%) must vote to continue the waiver each year.

Professional Study Day (PSD) Dates 2021- 2022
- September 2, 2021
- October 7, 2021
- November 4, 2021
- December 2, 2021
- January 6, 2022
- February 3, 2022
- March 3, 2022
- April 7, 2022

➢ **Intent to Apply for New Waiver Forms Due November 13, 2021**
Must be filed with OSQ in November. Only schools that have completed an *Intent to Apply Form* will be allowed to submit a new waiver application.

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

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

SCHOOL IMPROVEMENT DATES/DEADLINES FOR THE 2021-2022 SCHOOL YEAR

| Event Date/Deadline	Event/Document
August 1, 2021	**SIP Information for Quarter 1 – Power Point posted on https://www.browardschools.com/Page/35378** Topics: School Improvement Plan Information, SAC Composition, SAC Bylaws, eProve Survey Results, SIP Closeout, New Waivers, District Plans within the BCPS SIP, Title I Addendum, SAC Policy Compliance and Conducting Virtual SAC Meetings
August 19, 2021	**Input Results of 2019-2020** - SIP Schools will Enter results of goals and strategies in OSPA Central V2.0
September 30, 2021	**SIP Completed in OSPA Central 2.0** Upload SAC, RtI, PLC Meeting Dates, and complete entire SIP Template on OSPA Central: FLDOE SIP, Title I Addendum and all District Department Plans
October 8, 2021	**SAC Composition Report & SAC Bylaws** Completed and Uploaded in OSPA Central V2.0
October 19, 2021	**SIP Information Session for Quarter 2 - Power Point posted on https://www.browardschools.com/Page/35378** Topics: Monitoring SIP, SAC Meeting Structure utilizing Roberts Rules of Order & Sunshine Law, A+ Process, Continuation Waivers and Mid-Year Reflection
October 18 – 21, 2021	**District Accreditation Review** – Cognia Review Team will conduct a virtual Accreditation review meeting with District Departments, Schools, and Stakeholders
November 13, 2021	**Intent to Apply Waiver Form** Must be submitted by schools applying for a new waiver or schools that have a waiver ending in 2020-2021 that stakeholders wish to continue
January 11, 2022	**SIP Information for Quarter 3 - Power Point posted on https://www.browardschools.com/Page/35378** Topics: Customer Survey 2020 Procedures, Monitoring SIP, Review of SAC Upload Documents, Continuation Waiver Requirements, and SIP Planning for 2020-2021.
January 22, 2022	**Mid-Year Reflection** Completed with the Leadership Team, reviewed with SAC, and uploaded in the SAC Upload section on the BCPS SIP. DA (now called School Improvement) Schools and SIG Schools must enter information in the FLDOE SIP located of Florida CIMS.
February 5, 2022	**New Waiver Applications** Completed in the Waiver Database and signed copies submitted to Office of Service Quality for approval.
March 1, 2022 - April 30, 2022	**BCPS Customer Survey: Cognia eProve Survey** Online survey for all stakeholders with completion rate targets of 20% for parents, 40% for students and 60% for teachers
March 29, 2022	**SIP Information for Quarter 4 - Power Point posted on https://www.browardschools.com/Page/35378** Topics: School Improvement Planning for 2021-2022, Writing SIP Goals, Organization and Elections of SAC & SAF for next school year
April 23, 2022	**Continuation Waivers Updated Applications** All documentation required for continuation of a waiver completed & uploaded

BCPS SIP REQUIREMNTS

➢ **SIP REQUIREMENTS**
- **SIP should be the collaborative work of the school leadership team with input from all stakeholders**
- **BCPS SIP must be completed & all district plans uploaded, by September 30, 2021**
- **SIP is required to be presented at first SAC meeting following elections**
- **Progress of the SIP should be discussed regularly at SAC meetings**

➢ **SCHOOL INFORMATION**
- **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)

➢ **SCHOOL BUDGET SIGNATURE PAGE** **The school's budget signature page must be uploaded**

☆ School Budget Signature Page

School Budget Signature Page

☑ School Budget Signature Page

No files have been uploaded.
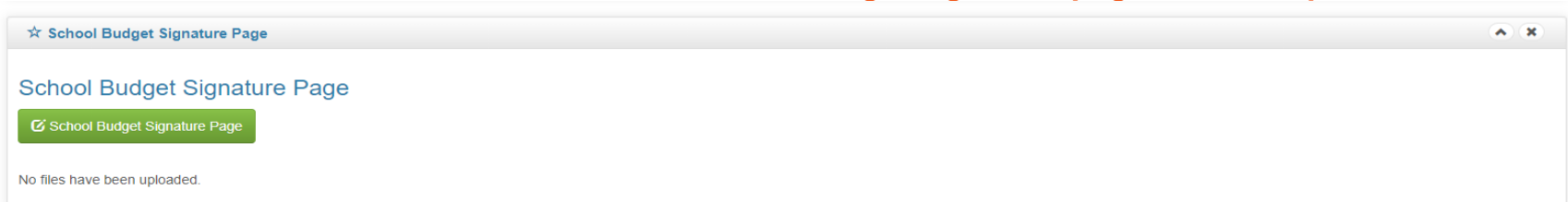
HIGH QUALITY INSTRUCTION

➢ **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

➢ **Goals, Strategies and Activities or FLDOE SIP** (Required: Literacy Goal and Lowest Subgroup Goal)
SI Schools and ESSA Schools have FL CIMS link: https://www.floridacims.org/ and must complete a FLDOE SIP.

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 complete and upload the following documents :

- **SIP Comprehensive Reading Plan Agenda and Sign-in Sheets**

- **SIP Comprehensive Reading Plan Reading Leadership and CPS Team Members**

- **SIP Comprehensive Reading Plan School Contacts**

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**

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**

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 (Required for only Title 1 Schools)**

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)

ESSA FLDOE SIP REQUIREMENT

FLDOE SIP is 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 is posted annually 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 (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 FOR FPPI

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.

- 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 FOR SCHOOLS

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

• **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.**

WRITING SIP SMART GOALS

SMART Goals Need to Be:

- **Specific**: Goal is explicit about what will change, and when.

- **Measurable:** Goal can be quantified and tracked with assessments and other data throughout the cycle.

- **Attainable**: Goal is both challenging and realistic.

- **Results-focused:** Goal will directly impact student learning.

- **Time-bound:** Goal has a specific timeframe for completion.

When reviewing student-learning goals, ask:

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

- ✓ **Will this rate of growth help your school hit student learning targets?**

- ✓ **Will it close performance gaps between subgroups?**

- ✓ **Is it an important step toward sustained academic achievement?**

- ✓ **Is it realistic, given students' current skills?**

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

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

MANDATORY LITERACY GOAL

LITERACY GOAL

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

REFERENCE

Be sure to read Broward K-12 Comprehensive Research Based Reading Plan located at:

http://fldoe.org/academics/standards/just-read-fl/1819-readingplan.stml

The 2021-2022 plan is due April 30th to state with approval date of July 1st.

GOALS

Goals are statements that state who will make what change, by how much, where and by when.

SUGGESTED TARGETS

- **Academic Achievement**

- **Parental Participation**

- **Teacher Effectiveness**

- **Professional development**

- **Collaboration across numerous program areas**

ESSA SUBGROUP GOAL

SUBGROUP GOAL
All schools must have a Subgroup Goal for the lowest subgroup(s) <u>even if they are not required to do a FLDOE SIP.</u>

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**

SAC MEETING REQUIREMENTS

1. MEETINGS MAY NOW BE HELD AT SCHOOL SITES, AFTER SCHOOL HOURS. SCHOOLS MAY CHOOSE TO UTILIZE TEAMS WITH THE LIVE MEETING

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

3. MEETING NOTICE MUST PLAINLY STATE THE TIME AND LOCATION OF THE MEETING AND IF TEAMS WILL ALSO BE USED

4. IF TEAMS WILL BE USED WITH A LIVE MEETING, THE TEAMS LINK MUST BE INCLUDED IN THE MEETING NOTICE

5. IF TEAMS WILL BE USED FOR THE SAC MEETING, DIRECTIONS ABOUT HOW TO ACCESS TEAMS MUST BE INCLUDED IN MEETING NOTICE

6. ATTENDANCE AND MINUTES SHOULD BE TAKEN AT ALL MEETINGS AND PLACED IN THE BCPS SIP SAC UPLOAD CENTER

SAC MEETING GUIDE

➢ SAC meeting agendas will follow the FLDOE Agenda Format posted on the OSPA website. New business addressed and public speakers will limit their comments to the meeting agenda topics.

➢ SAC may now utilize school facilities to host meetings. <u>The scheduled meeting times must be outside of the location's regular school hours.</u>

➢ SAC Chairs are responsible for ensuring physical distancing, face coverings, and all other pertinent CDC guidelines are adhered to while on campus. Principals will work with their school facilities personnel to ensure scheduled meeting areas are properly cleaned prior to the start of the meetings and after the meetings adjourn.

➢ SAC meetings will follow Roberts Rules of Order and only SAC members recognized by the chair will be allowed to speak.

➢ Quorum will be met by 51% of SAC in attendance at the in-person meeting.   Attendance will be taken at the in-person meeting only.

➢ Making motions, discussion of motions and voting on motions will be only by SAC members in attendance at the in-person meeting.

➢ TEAMS may be utilized in conjunction with an in-person SAC meeting. SAC members may not vote if they are not present at the in-person meeting.

➢ Participants identified by name will be admitted to the TEAMS meeting by school staff.

➢ Public comment and questions on TEAMS will be enabled by having questions and comments related to the meeting topic typed into the chat section on TEAMS.

➢ Questions and comments not addressed at the meeting will be noted by the secretary and may be addressed at a future meeting.

2. BCPS CUSTOMER SURVEY 2021

Cognia eProve
CUSTOMER SURVEYS

Administration Window:

March 1

through

June 9

(New Deadline)

Parent Survey

This survey asks parents their opinions about their child's school, including questions about teachers, administrators, and other aspects of their child's and their own experiences with the school.

Completion Targets:

Parents 20%
Students 40%
Staff 60%

Student Survey

(Elementary: 3-5, Middle & High: 6-12)

This survey asks middle and high school students their opinions about their school, including their teachers, administrators, their peers, and other aspects of their experiences at school.

Staff Surveys

This survey asks staff their opinions about their school, including teachers, administrators, students, and other aspects of their experiences at their school

SURVEY PROCESS

BCPS will be using the Cognia eProve Surveys as the 2021 Customer Survey. The surveys will be available online only and will be available in English, Spanish, Haitian Creole and Portuguese

• Parent Survey: **https://eprovesurveys.advanc-ed.org/surveys/#/action/158337/p568** **Send the survey message to parents and post on the school website. Since the survey is only online, please make computers available for parents who may not have access to the internet.**

• Staff Survey: **https://eprovesurveys.advanc-ed.org/surveys/#/action/154924/p568** **Send survey message to staff via email. Surveys taken in a group setting generally have a positive effect on the completion rate.**

• Student Survey for Elementary (grades 3-5):
https://eprovesurveys.advanc-ed.org/surveys/#/action/154926/p568 **Only grades 3-5 will be asked to take the survey and this is best done in a lab or class setting.**

• Student Survey for Middle and High (grades 6-12):
https://eprovesurveys.advanc-ed.org/surveys/#/action/154927/p568 **It is best to assign a specific subject area to be responsible for survey completion.**

Check Survey Responses for Your School:
Log on to https://www.cognia.org/ and click on eProve Surveys. Each school's survey target response quotas will be sent to the principals.

SURVEY ACCESS & QR CODES

Parent Survey

https://eprovesurveys.advanc-ed.org/surveys/#/action/158337/p568

School Staff Survey

https://eprovesurveys.advanc-ed.org/surveys/#/action/154924/p568

Student (6-12) Survey

https://eprovesurveys.advanc-ed.org/surveys/#/action/154927/p568

Student (3-5) Survey

https://eprovesurveys.advanc-ed.org/surveys/#/action/154926/p568

Check Survey Responses for Your School:

➢ Log on to https://myjourney.cognia.org/login
➢ Click on eProve Surveys

Remember: The eProve Survey Reports for the 2021 Customer Parent, Staff and Student Surveys must be uploaded to the BCPS 2021 SIP on OSPA Central 2.0

3.

SAC MEMBERSHIP AND ELECTIONS

COMMUNICATE SAC PURPOSE

ROLE OF SAC IS TO MONITOR PROGRESS OF THE SIP

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

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

- A portion of 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 GOVERNS SAC

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.

SAC BYLAWS STATE MEMBERSHIP RULES

ARTICLE III. MEMBERSHIP

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

If the elected team is not representative of the school community, as determined by the Principal and/or the Chief School Performance & Accountability Officer, the district school board shall appoint additional members to achieve proper representation.

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

SBBC SAC BYLAWS

ARTICLE III. MEMBERSHIP (CONTINUED)

Section 1. Voting: In accordance with the Sunshine Law, a vote of the membership will be taken. All votes must be conducted orally. All members of the Council shall have one vote each. A voting member must be present in person to vote. (See Section Article VI, Section 9.)

Section 2. Term of Membership: Members of the SAC should attend SAC meetings on a regular basis. A SAC member will be removed from membership after two (2) unexcused consecutive absences from properly noticed SAC meetings. Vacancies will be filled as described above.

Section 3. Length of Term: Members of the School Advisory Council shall be elected for 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.

• <u>Once the SAC is established, its members elect their officers</u>. 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 <u>no later than October 31st of each year</u>.

• 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

- Parent 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 should be listed on all forms of communication utilized by the school, especially the school website.

4.

REQUIRED

SIP & SAC

DOCUMENTS

SCHOOL IMPROVEMENT INFORMATION

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

https://www.browardschools.com/Page/34526

On our website you will find:

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

MANDATORY SAC DOCUMENTATION

The following documents must be uploaded into the SAC Upload Center on the BCPS SIP:

- **SAC COMPOSITION**

- **SAC BYLAWS**

- **SAC AGENDAS**

- **SAC SIGN-IN SHEETS**

- **SAC MINUTES (in draft form if not yet approved by vote)**

- **WAIVER DOCUMENTATON FOR NEW AND CONTINUING WAIVERS**

SAC MEETING DOCUMENTATION

ONLY use the forms from this site for attendance for ALL SAC meetings

Online SAC Composition Program

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

SAC REVIEWS SIP GOALS QUARTERLY

POLICY 1403-A: SCHOOL ACCOUNTABILITY & IMPROVEMENT GUIDELINES

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

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

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

5.

ACCREDITATION REVIEW PROCESS OCTOBER 2021

ACCREDTIATION UPDATE

AdvancED and Measured Progress are now

cognia™

You will be redirected to Cognia.org.

The District will participate in a virtual Accreditation Certification Review on October 18, 19, 20 & 21, 2021

REVIEW TEAM SCHOOL CHECKLIST

THIS IS A LIST OF THINGS THE REVIEW TEAM WILL EXAMINE AT SCHOOLS:

- ✓ Executive Summary (What has the school identified as its Notable Achievements and Areas of Improvement? How do these align with the District?

- ✓ Survey Results (Parent, Student, Teacher)

- ✓ School Improvement Plan – How does it align with the District Strategic Plan?

- ✓ School Website – Is the mission and vision posted there? Is it family/community friendly? Easy to navigate?

- ✓ Assessment and Progress Monitoring Procedures – How is this information shared with and monitored by the district? How is it communicated to parents?

- ✓ Parent Communication – What methods are used to communicate with parents? What about parents who speak a different language? How are parents made aware of student progress? How often?

- ✓ Common threads that align with district processes and procedures.

- ✓ Are there any exemplary programs at the school that should be mentioned?

- ✓ Are there any concerns? (Districtwide Programs/procedures that are not evident at the school.)

- ✓ Community and parent involvement. (This may be different in the COVID environment.)

PREPARATION FOR ACCREDITATION CERTIFICATION REVIEW

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

Review the following Accreditation Documents with the School Leadership Team and SAC

- **Cognia Executive Summary Template.**

- **Cognia Performance Standards**

- **Cognia Evidence Guide**

UPDATE YOUR SCHOOL'S COGNIA EXECUTIVE SUMMARY NOW

Executive Summary for (Type name of school here)

All schools are required to update the Cognia Executive Summary in preparation for the Accreditation Certification Review.

Go to https://www.browardschools.com/Page/37659
- **Download the Cognia Executive Summary**
- **The School Leadership Team needs to update the Executive Summary**
- **The Executive Summary should be presented to SAC for input**
- **Final Executive Summary need to be uploaded to the 2021-2022 BCPS SIP**

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Executive Summary for (Type name of school here)

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

Description

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

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

Purpose

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

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

Notable Achievements and Areas of Improvement

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

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

Additional Information

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

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

SCHOOL WEBSITES ARE IMPORTANT TO ACCREDITATION PROCESS

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

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

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

MAKE SURE YOUR SCHOOL WEBSITE REFLECTS ALL SCHOOL IMPROVEMENT PROCESSES

6.

DISTRICT DEPARTMENT PLANS IN BCPS SIP & SUPPORT

DISTRICT PLANS SUPPORT

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

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

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

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

- **SCHOOL-WIDE POSITIVE BEHAVIOR PLAN:** Shavonda Mitchum 754-321-1706

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

- **SCHOOL COUNSELING PLAN:** Danny Tritto 754-321-1677

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

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

- **FAMILY AND COMMUNITY ENGAGEMENT PLAN (FACE):** Aneatra King 754-321-1599

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

TITLE I eBINDER DEADLINE WAS DECEMBER 18, 2020

BE SURE YOUR SCHOOL HAS FULFILLED THIS COMPLIANCE ITEM BY FOLLOWING UP WITH YOUR SCHOOL'S TITLE I LIAISON.

Contact the person tasked with completing your school SIP and Title I Addendum.

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

1- Completed SIP

2- Approved Title I Addendum Feedback Form

3 – Approved Title I Addendum Plan

2020-2021 TITLE I SIP/ADDENDUM REQUIREMENT

ALL TITLE I SCHOOLS:

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

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

TITLE I FEEDBACK- Uploaded in OSPA CENTRAL

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

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

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

Approved!   Revision(s) needed!

Title I Addendum

[Title I Addendum]

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

TITLE I ADDENDUM – 18 AREAS

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

Title I Addendum
Best Practice

➢ **Title I Addendum sample responses are within your OSPA Central site OR within the Title I eBinder tab:** **"TITLE I FORMS/ School Improvement."**

➢ **Be sure that you include your administrative or SIP Team for guidance in completing the Title I Addendum.**

➢ **Complete** _ALL_ **_18 areas_ in a detailed, narrative format; no blank answers or N/A responses. Indicate if the program/service is applicable or not to your school in a complete statement.** _EX: "For the 20-21 school year, this program is not offered at…"_

➢ **Refer to other in-house school plans for consistency (i.e. Title I Budgets, PFEP, FACE, SPBP).**

➢ **The Professional Development Plan should include funding source and amounts ($$$). Title I PD budget plan is included in your 20-21 Title I eBinder.**

K-12 Comprehensive Reading Plan

The K-12 Comprehensive Evidence-Based Reading Plan (6A.6.053) describes the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning in the B.E.S.T. English Language Arts Standards. All Schools are expected to review the District's state approved K12 Comprehensive Reading Plan with the school's Literacy Leadership Team and all members of the Collaborative Problem-Solving Team at the beginning of each school year and as needed.

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

☆ **Download Template for K-12 Comprehensive Reading Plan**

	Files
⊕	SIP Comprehensive Reading Plan Agenda and Sign-in Sheets
⊕	SIP Comprehensive Reading Plan Reading Leaderhip and CPS Team Members REV
⊕	SIP Comprehensive Reading Plan School Contacts

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

Student Support Initiatives & Recovery

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

and

MTSS/RtI Action Plan

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

1. Each CPS Team member reviews the SAM instrument and endnotes

2. Each CPS Team member completes an independent rating form

3. The CPS Team collaborates to reach consensus and completes one (1) school rating form

4. The SAM Facilitator emails one (1) school rating form to their District MTSS/RtI Instructional Facilitator

5. Your District MTSS/RtI IF will enter your SAM rating form data
   - ❖ *Schools seeking MTSS Recognized School designation, will enter their school's rating form in the approved link and complete a school profile **(optional process)***

6. **Complete the SAM by May 31, 2021**

[MTSS SAM Self-Assessment Microsoft Teams Link](#)

MTSS Recognized School Resource Sheet

Florida MTSS Recognized Schools Process!

Florida's MTSS Recognized Schools

2020-2021

PS/RtI

A Multi-Tiered System of Supports

PS/RtI

Problem Solving/Response to Intervention

Click the links below to learn more about this new process:

MTSS Recognized School
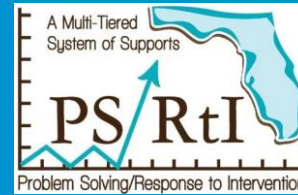
Contact Adrienne Dixson-Paul at
adrienne.dixson@browardschools.com
or 754-321-1655 for additional information.

Frequently Asked Questions

Florida's MTSS Recognized Schools Process: Introduction & Overview Thinkific course

PS/RtI MTSS Recognized Schools Webpage

Florida's recognized school award has been established to spotlight and celebrate schools that are committed to improving their MTSS and are utilizing data-based problem solving along with other critical components to increase student achievement for all students in Florida.

MTSS Recognized School Timeline

Fall 2020

- Watch recorded webinar to learn about Florida's MTSS Recognized Schools Process
- Review resources in the Thinkific module
- Contact your district MTSS/RtI Contact to move forward

Before May 31, 2021

- School facilitator completes the SAM training module
- School-based Leadership Team completes the SAM
- School-based Leadership Team submits a School Profile

Summer 2021

- The PS/RtI project compiles a list of all schools that have completed the SAM and submitted a school profile
- If learning gains are calculated for 20-21, learning gains are reviewed to identify schools that qualify for recognition in the 2020-2021 school year
- Schools will be notified of their award by **July 30, 2021**

[MTSS SAM Self-Assessment Microsoft Teams Link](#)

MTSS/RtI Action Plan

1. Access your MTSS/RtI Action Plan for the 2020 -2021SY

2. Celebrate your MTSS successes

3. Review SAM rubric and endnotes

4. Discuss how MTSS implementation relates to positive student outcomes

5. Review MTSS implementation supporting evidence

6. Use student outcome data and supporting evidence to evaluate MTSS practices

7. Complete MTSS/RtI Action plan for the 2021- 2022 SY

Multi-Tiered System of Supports

BROWARD Established 1915
County Public Schools

MTSS/RtI Action Plan

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

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

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

Principal: **MTSS/RtI Contact:**

Domain: Choose SAM Domain.

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

Wonderings, Support & Resources

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

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

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

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

Microsoft Teams Link: MTSS School-Based Staff Microsoft Teams Group
https://teams.microsoft.com/l/team/19%3a7d3d321d4dee458c97bf96f0f5328b91%40thread.tacv2/conversations?groupId=03537f1d-ed94-4712-a8ce-c8931a2d7377&tenantId=eeacb5cb-5370-4358-a96a-a3783c95d422

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

MTSS SharePoint Page
https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/Home.aspx

Completing each Section of your SEL Action Plan

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

School Self-Evaluation

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

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

Questions & Support

Belinda.Daise@browardschools.com/ **Belinda Daise**
carolynsantangelo@browardschools.com / **Carolyn B. Sant Angelo**

School Counseling & BRACE/ Social & Emotional Learning Department

Self Evaluation

The SPBP is a Tier 1 System

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

School-wide Positive Behavior Plan

Don't FORGET!
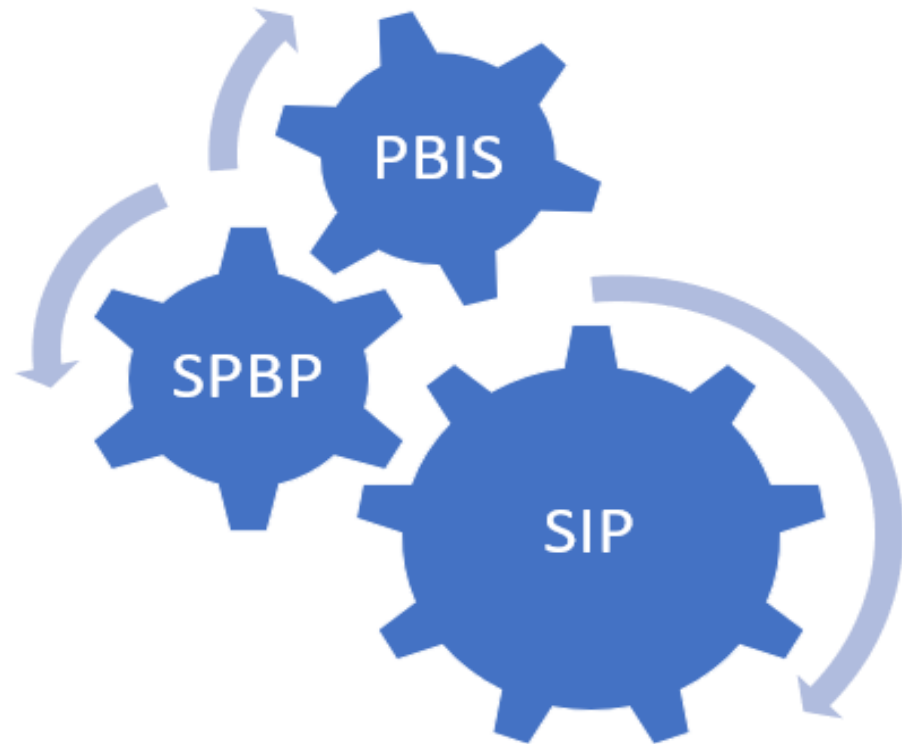
Download your data before the end of the school year!

- **Top 3 Locations Incidents**
- **Top 5 Behavior Incidents**
  - **Classroom Referrals**

New to SPBP

- Plan development starts now and carries forward into the start of 2021-2022 school year
- New submission date **9/30/2021**
- SPBP Resources on Canvas
- PBIS Self Assessment
- Inclusive of Equity Liaison
- Relative Risk Ratio (RRR)
- District Behavior Matrix
- Tier 1 Benchmarks of Quality

Contact: Shavonda Mitchum
Shavonda.Mitchum@Browardschools.com
School Climate & Discipline Department:
754-321-1655

Submit name of SPBP contact

Click to access SPBP Canvas

SIP Attendance Plan for 2021/22
Note: This plan cannot be completed until Aug.9, 2021

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

2024 Strategic Plan
Strategic Goal: Safe & Supportive Environment
Student Attendance

Important things to know before deadline Friday, September 3, 2021:

a) Data will be provided by the District AFTER the completion of the school year. We expect the data to be ready by August 9 on OSPA's SIP website.

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

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

d) The Attendance Program expects to provide resources for completion of this plan by August 9, 2021. Until then, staff are encouraged to complete other plans that are not dependent on this attendance data.

Preliminary Directions:

1. Wait until the SY21 ATTENDANCE data is populated on the OSPA SIP website. All materials should be available by August 9, 2021. *The school team member completing the Attendance Plan must have access to the OSPA **SIP** website.*

2. On your school's OSPA SIP website, scroll down to the **green** "Attendance Plan" button to download the appropriate 2021/22 Template and One-Page Directions (which simplifies the work).

3. Follow the directions from the PDF "*One-Page Directions.*" This will show you how to copy & paste the pre-written goals FROM the website TO the Word document.

4. Review this plan with your school's Attendance Team.

5. Once the principal approves the plan, **upload the PDF version** your school's Attendance Plan for review and District approval. Do not upload a Word document.

6. Feedback will be provided by the Attendance Office by **September 10, 2021**. This will allow time for corrections before the District deadline.

Attendance Plan

[Attendance Plan]

Comprehensive Attendance Plan Trends
Source: Student Services Department
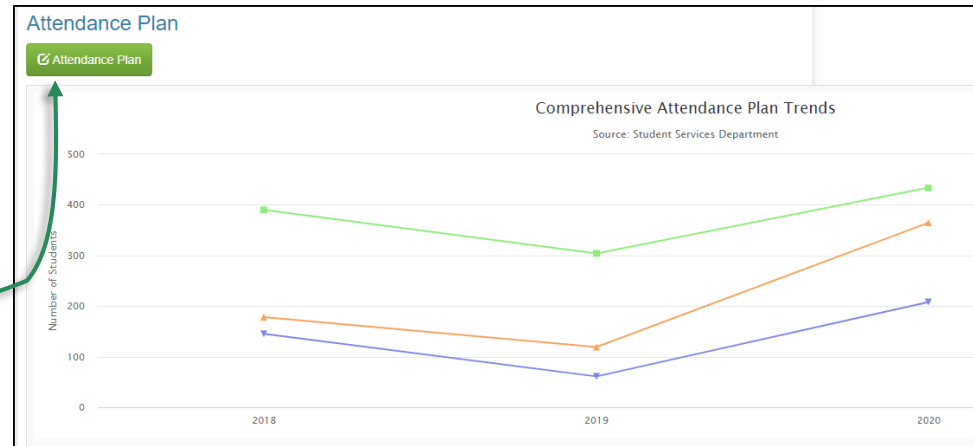
☆ Upload File to: Attendance Plan

File Naming Convention:

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

Select File   Choose File   No file chosen

Upload File   Cancel

Addressing Chronic Absenteeism to Improve Student Outcomes

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

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

Identifying students to provide successful early interventions:
- ✓ Chronic absence from prior years
- ✓ Starting from the beginning of the school year, use the table below:

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

0   1   2   3   4
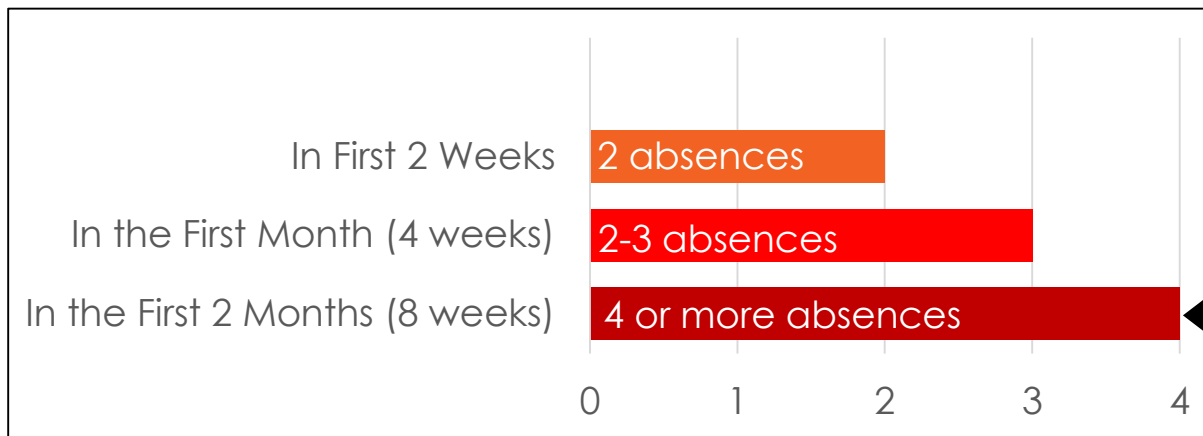
Absent 10% or more days any time after the first 8 weeks.

Annual School Counseling Plan (ASCP)

DISTRICT CONTACT:

Danny Tritto, Secondary Specialist

Deanna Greist, Elementary

School Counseling & BRACE Department, 754-321-1675

Delivery of School Counseling Services

- **Policy 6000.1:** All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan (ASCP) in a format to be determined by the District. The ASCP will support the School Improvement Plan and be based upon national school counseling standards.

- **Creating the ASCP:** The ASCP is created/updated each year by the School Counseling team and reviewed and approved by the Principal.

- **The SIP:** The School Counseling Director should give a PDF copy of the ASCP to the SIP contact to upload to the SIP Plan.

What is included in the ASCP?

- Administrative Collaboration

- Data Analysis

- Needs Assessments

- Individual Counseling

- Group Counseling

- Classroom Lessons

- School-Wide Initiatives

- Community Initiatives

- Indirect Services

School Improvement Plan's Equity Plan 2021-2022

Quarter 4

Equity and Diversity

Director: David Watkins

Directions and Rubric for Equity Plan

<u>Equity Plan Instructions for School Improvement Team and Rubric</u>

1. The Equity Liaison, in collaboration with the School Improvement team, complete the provided Equity Audit.

2. Based on the data in the Equity Audit, create SMART (Specific, Measurable, Actionable, Relevant, Timely) goals for three areas of focus: Student Learning and Achievement, Diversity, and Culturally Responsive Teaching and/or Leadership

3. Based on each SMART goal, create three – four action steps for each area of focus and methods of evaluating progress.

4. Enter all information into the Equity Plan of Action Template.

5. Upload the full Equity Plan of Action document (Equity Audit and Equity Plan of Action) into OSPA Central.

Equity Plan of Action Rubric*

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

2021-2022 Equity Plan:
Part 1: Equity Audit
Part 2: Equity Action Plan

SECTION 1: SCHOOL ORGANIZATION/ADMINISTRATION

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

Equity Audit

Equity Action Plan Template*

Develop and record SMART goals and action steps based on information from your Equity Audit to support three areas of focus: *Student Learning and Achievement, Diversity, and Culturally Responsive Teaching/Leadership.* All goals and action steps should support and improve equitable practices while promoting student achievement. For additional information, please refer to Progress Reports provided by the school Equity Liaison.

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

Equity Action Plan

Equity Plan Contact Page

- Center Schools and DJJ, contact Ms. Marion Williams @ marion.williams@browardschools.com

- Elementary Schools, contact Ms. Amelia D'Costa @ amelia.dcosta@browardschools.com

- Secondary Schools, contact Dr. Cassandre Davis @ cassandre.davis@browardschools.com

BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

1. Click on the BPIE Documents Tab

Best Practices in Inclusive Education (BPIE)

☑ BPIE Documents & Upload

2. Download the 'School BPIE Plan for SIP'

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

Files

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

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

To be implemented in SY 2020/2021

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

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

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

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

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

If you have questions about completing this document, please contact your Florida Inclusion Network facilitator: barbarakrakower@browardschools.com *or* bari.aronson@browardschools.com

Updated 3.5.2020 Revised

BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

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

 then UPLOAD TWO DOCUMENTS…..

4. Upload the *School BPIE Plan for SIP*

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

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

Questions?? Contact FIN Facilitators:
barbarakrakower@browardschools.com
bari.aronson@browardschools.com

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

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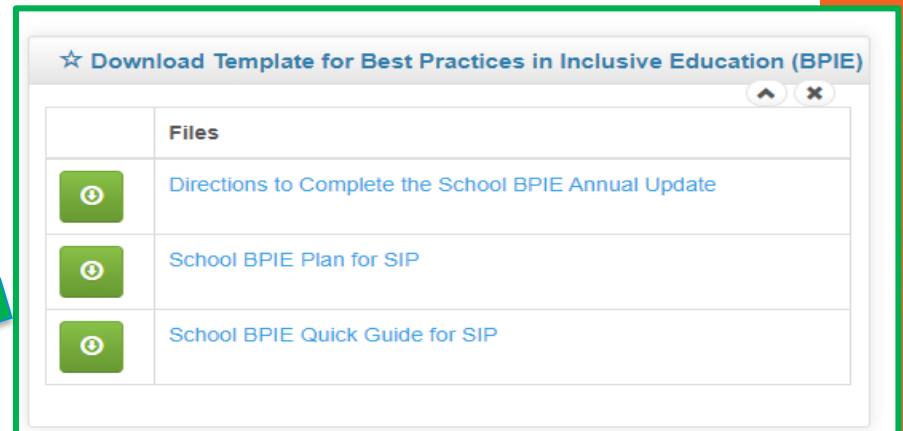
FACE PLAN

(Family and Community Engagement)

District contact:

Aneatra King, Community Engagement Specialist

Office of Family and Community Engagement, 754-321-1599

Engagement Goal

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

- Families to feel welcomed, valued, and respected by program staff.

- Two-way communication and relationship building with families to meet changing family and community circumstances.

- Opportunities for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Strategy #1

Review customer service expectations with staff.

Complete *Customer Service* handout

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

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

Strategy #2:

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

Complete *Programs and Services* handout

- Convene a FACE Resource Team (administration, instructional, paraprofessional, cafeteria, custodial, after school program, social worker, and school counseling).

- Meet once each quarter to identify needs of community and discuss available school/ community resources.

- Update FACE SPACE with relevant information based on identified needs.

Strategy #3

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

Complete *Cultural Awareness* handout

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

Strategy #4

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

Complete *Catch them Being Great* handout.

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

Strategy #5

**Share Social and Emotional Learning Competencies with Families**

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

Information can be found at

https://browardschools.instructure.co m/courses/897124

WE ARE HERE TO HELP YOU HAVE A SUCCESSFUL FOURTH QUARTER!
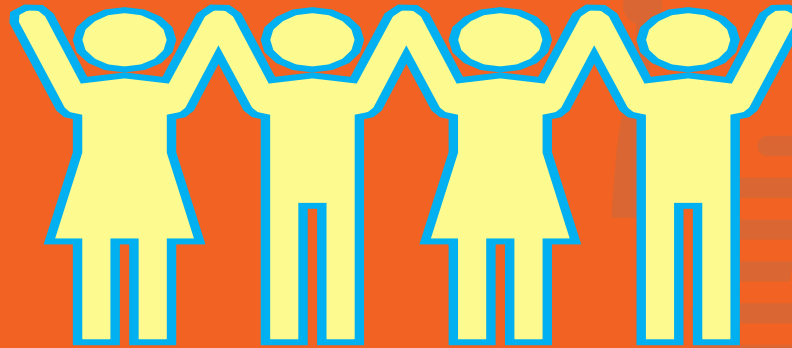
Questions? Call Donna Boruch Coordinator of School Improvement 754-321-3636