WELCOME TO AN AWESOME NEW SCHOOL YEAR!

School Improvement Informational PowerPoint
Quarter 1 | 2022 – 2023

This guide was created to provide schools with vital information for the 1st quarter of the school year and beyond. The District School Improvement Team is available to provide as much support as needed to schools throughout the school improvement process.

Please do not hesitate to reach out to us for assistance at 754-321-2500.

School Improvement is now part of the Research, Evaluation & Accountability Department.

Established 1915

BROWARD
County Public Schools

2022- 2023 School Improvement Topics

1.
School Improvement Quarter 1-4 Events & Deadlines

2.
School Advisory Council Information

3.
Broward School Improvement Plans

4.
FLDOE School Improvement Plans

5.
District Department Plans & Support

6.
District School Improvement Team Support

1. School Improvement Events & Deadlines

Note: OSPA Central V2.0 is now BCPS Central V2.0

2022-2023 School Improvement Events & Deadlines Quarters 1 and 2

DEADLINES	EVENTS
August 30, 2022	**School Improvement Quarter 1 PowerPoint posted on https://www.browardschools.com/Page/47653** **Topics:** School Improvement Dates & Events, SAC Information, BCPS and FLDOE SIPs Information & Requirements, 2021-2022 BCPS SIP Closeout, District Department Plans within the BCPS SIP, and School Improvement Support
September 30, 2022	**Input End of Year Results for the 2021-2022 BCPS SIP** Schools that entered a Literacy Goal and Lowest Subgroup Goal in the 2021-2022 BCPS SIP in BCPS Central V2.0 will enter the end of year results of the goal(s) in the *"Results"* column of the *"Goals, Strategies and Activities"* section to close out the plan. **Note: This does not apply to schools that completed a 21-22 FLDOE SIP.**
September 30, 2022	**2022-2023 SIP Completed in BCPS Central V2.0** • All schools will complete the entire 2022-2023 BCPS SIP template in BCPS Central V2.0 (i.e., uploading SAC Documents (including 22-23 SAC Meeting Dates), RtI and PLC Meeting Schedules/Dates, Title 1 Addendum (if applicable), all District Department Plans, etc.). • FLDOE SIPs due for designated ESSA and RAISE schools via floridacims.org.
October 7, 2022	**2022-2023 SAC Composition Report, School Advisory Council Bylaws, and School Advisory Forum Bylaws** Complete and upload each document above in the SAC Upload Center of the BCPS SIP in BCPS Central V2.0.
August 16, 2022 – October 21, 2022 ⭐	**SAC Upload Center Requirements** Ensure ALL 1st Quarter (Aug.16th thru Oct. 21st) SAC Meeting Agendas, Minutes (in draft form if not yet approved by SAC), Attendance Forms, and 22-23 Meeting Dates have been uploaded as PDFs in the SAC Upload section of the BCPS SIP **prior to the end of the quarter**.
October 21, 2022	**School Improvement Quarter 2 PowerPoint posted on https://www.browardschools.com/Page/47653** **Topics:** Monitoring SIP, SAC Meeting Structure utilizing Roberts Rules of Order & Sunshine Law, A+ Process (if applicable), Continuation Waivers, and Mid-Year Reflection
November 10, 2022	**New Waiver Intent to Apply Form** Schools applying for a *new waiver* or schools that have a *waiver ending* in 2022-2023 that stakeholders wish to continue can access the form at https://www.browardschools.com/Page/35407, complete it, then email it to the School Improvement Coordinator.
October 24, 2022 – January 13, 2023 ⭐	**SAC Upload Center Requirements** Ensure ALL 2nd Quarter (Oct. 24th thru Jan.13th) SAC Meeting Agendas, Minutes (in draft form if not yet approved by SAC), Attendance Forms, and SAC 22-23 meeting dates have been uploaded as PDFs in the SAC Upload section of the BCPS SIP **prior to the end of the quarter**.

SCHOOL IMPROVEMENT 754-321-2500

*This timeline is subject to change as the need arises.

2022-2023 School Improvement Events & Deadlines Quarters 3 and 4

DEADLINES	EVENTS
January 13, 2023	**School Improvement Quarter 3 PowerPoint posted on https://www.browardschools.com/Page/47653** **Topics**: School Improvement Updates, 2022-2023 Cognia eProve Customer Survey, SIP Mid-Year Reflection, SAC Composition Report, Accountability Funds, A+ Funds (if applicable), District Department Updates, and SIP Support
January 20, 2023	**Mid-Year Reflection (All schools should complete the reflection with the leadership team and review with SAC)** • Schools that **do not** complete an FLDOE SIP will access and compete the Mid-Year Reflection online using the link in the "*Mid-Year Reflection*" column of the "*Goals, Strategies and Activities*" section of BCPS SIP within BCPS Central V2.0 • Schools completing an FLDOE SIP must complete the Mid-Year Reflection in Florida CIMS.
February 1, 2023	**Florida School Recognition Program (A+ Funds) Requirements (If applicable for 2022-2023)** Qualifying schools must complete and upload all documentation in the BCPS SIP in BCPS Central V2.0.
February 3, 2023	**New Waiver Applications** Complete the application in the Waiver Database and submit signed copies to the School Improvement Coordinator for approval.
January 17, 2023 – March 17, 2023 ⭐	**SAC Upload Center Requirements** Ensure ALL 3rd Quarter (Jan. 17th thru Mar. 17th) SAC Meeting Agendas, Minutes (in draft form if not yet approved by SAC), and Attendance Forms have been uploaded as PDFs in the SAC Upload section of the BCPS **SIP prior to the end of the quarter.**
March 1, 2023 – April 28, 2023	**2022-2023 BCPS Customer Survey: Cognia eProve Survey** This is an online survey for all school stakeholders to complete with completion rate targets of 20% for parents, 40% for students, and 60% for teachers.
March 27, 2023	**School Improvement Quarter 4 PowerPoint posted on https://www.browardschools.com/Page/47653** **Topics:** School Improvement Planning for 2023-2024, Writing SIP Goals, Plan Organization, Elections of SAC members for next school year, and 2022-2023 SIP/SAC Closeout and Support
April 14, 2023	**Continuation Waivers Updated Applications** All documentation required for the continuation of a waiver should be completed and uploaded in the Waiver Database.
March 27, 2023 – June 2, 2023 ⭐	**SAC Upload Center Requirements** Ensure ALL 4th Quarter (Mar. 27th thru Jun. 2nd) SAC Meeting Agendas, Minutes (in draft form **for May and/or June only** if not yet approved by SAC), and Attendance Forms have been uploaded as PDFs in the SAC Upload section of the BCPS SIP **prior to the end of the school year**.

SCHOOL IMPROVEMENT 754-321-2500

*This timeline is subject to change as the need arises.

2. School Advisory Council (SAC) Information

Communicate SAC Purpose

ROLE OF SAC IS TO MONITOR PROGRESS OF THE SCHOOL IMPROVEMENT PLAN (SIP)

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

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

- A portion of the funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

- Each SAC will operate using established administrative guidelines, as determined by SBBC Policy.

SAC Membership Rules

- Each school is required to establish a School Advisory Council (SAC) that is representative of the population served by the school. Per State statute (S 1001.452), a majority of the SAC members cannot be employees of the Broward County Public Schools.

- SAC members must be elected by their peer groups (teachers by teachers, parents by parents, etc.). The business and community representatives are selected by the principal and approved by the SAC.

- Once the SAC is established, its members elect their officers. Each SAC must have a SAC Chair or Co-Chairs, a secretary, and a parent member designated as I-Zone representative.

- SAC membership is entered online in the SAC Membership/Attendance system. This creates a SAC Composition Report.

- The SAC Composition Report of each School Advisory Council should be uploaded to the SAC Upload Center in BCPS Central V2.0 in the BCPS SIP by October 7, 2022.

- Changes in SAC membership during the year must be reflected in the SAC meeting minutes, entered in the Online SAC Membership/Attendance System, and uploaded to the SAC Upload Center in BCPS Central V2.0 in the BCPS SIP.

SBBC Policy 1403A Governs SAC

Each school is required to establish a School Advisory Council (SAC) that is representative of the population served by the school. Per State statute (S 1001.452) a majority of the SAC members cannot be employees of the Broward County Public Schools. Members must be elected by their peer groups (teachers by teachers, parents by parents, etc.).

SAC Members Must Include:

- Principal
- Teachers
- SAC Chairperson or Co-Chairpersons
- BTU Steward (or designee)
- Parents
- Innovation Zone Representative (must be a parent)
- SAF Chairperson (or designee – must be a parent)
- ESOL Representative (must be a parent of a student an ELL student at the school; **required if school has 10 or more ESOL students**)

- ESE Representative (must be a parent of an ESE student at the school; **required if school has 10 or more ESE students**)
- Gifted Representative (must be a parent of a Gifted student at the school; **required if school has 10 or more Gifted students**)
- Pre-K Representative (if applicable - parent or certified teacher)
- Non-Instructional Support Employees
- Community/Business Representatives (appointed by the principal and approved by SAC)
- Students (required on high school & adult/technical center, optional at the middle school)
- Community School Representative (if applicable)

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

SAC Bylaws / SAC 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 School Improvement Office and noted in SAC meeting minutes.

- If the elected team is not representative of the school community, as determined by the Principal, 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.**

Section 3. Length of Term: Members of the School Advisory Council shall be elected for a one to three year term(s).

Section 4. Announcement of an election must be made to the various peer groups at least one week in advance. Announcements will be distributed in a manner that ensures the widest dissemination possible within the peer group.

Section 5. Election of the faculty representatives will take place at a scheduled general faculty meeting.

Section 6. Election of the parent representatives will take place at a scheduled general meeting of parents.

SAC Membership FAQ

➢ **Can a SAC member hold more than one position on the School Advisory Council?**

- A SAC member can hold more than one position on the School Advisory Council, but SAC must ensure that it is done in compliance with state statutes for SAC Representation and Elections, Voting Procedures, and Tenure. Section 1001.452(1)(a) of the Florida Statutes (2021) outlines the following key elements:

  ◻ The SAC membership must be representative of the ethnic, racial, and economic community served by the school.
  ◻ The majority (at least 51 percent) of SAC members must be non-school district employees.
  ◻ Each advisory council is required to be composed of the principal and an appropriately balanced number of teachers, education support employees, students (only required for career centers and high schools), parents, and other business and community citizens.

➢ **If an individual falls into more than one membership category (e.g., is a teacher and a parent of a child at the school), which group do they represent?**

- The membership group is determined by the method in which the person came to be a member. Using the example above, if a person is both a teacher and parent, their membership on SAC would be determined by the group that elected them (teachers or parents). Note: the individual does not need to be elected by both groups in order to serve.

- The method by which a membership category is determined does not exempt a SAC from adhering to composition requirements outlined in Florida Statute (i.e., having less than 50 percent of district staff serving on the SAC).

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

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

Required SAC Documentation

As we get settled into the 1st quarter of the 2022-2023 school year, per the School Improvement Timeline, make sure the documents below are uploaded as PDFs, and remain in the SAC Upload Center in the BCPS SIP. *If changes are made to any documents, upload the revised copies upon completion.*

- **SAC Composition*** (by Oct. 7, 2022 and if changes are made during the school year)
- **SAC Bylaws*** (by Oct. 7, 2022)
- **SAF Bylaws** (by Oct. 7, 2022)
- **SAC 22-23 Meeting Dates** (by Sept. 30, 2022)
- **Upload SAC Agendas** (Monthly)
- **Upload SAC Sign-in Sheets** (Monthly)
- **Upload SAC Minutes** (Monthly in draft form if not yet approved by SAC)

*Information Coming Soon: New online system to create SAC Composition Reports and SAC Bylaws in BCPS Central V2.0

PDF all documents before uploading

SAC Meeting Reminders

1. SAC meetings must be held face to face at school sites on the first and fourth weeks of the month only.

To encourage participation of all stakeholders, convenient times and locations must be established.

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

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

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

6. For SAC Meetings use the:

- SAC Agendas Template @ https://www.browardschools.com//cms/lib/FL01803656/Centricity/Domain/13618/SAC-Agenda-and-Minutes-Guidelines-12-5-2016.pdf

- SAC Sign-in Sheets from the online SAC Composition Program in BCPS Central V2.0.

- SAC Minutes Template @ https://www.browardschools.com//cms/lib/FL01803656/Centricity/Domain/13618/SAC_Meeting_Minutes_Template.pdf

3. SAC Agendas must be established prior to advertising the meetings.

Use the SAC Agendas Template (see #6) as a guide to create purposeful agendas.

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

A quorum (51% of SAC members) must be present before a vote may be taken by SAC.

KICK OFF THE 2022-2023 SCHOOL YEAR AND MAKE SURE YOUR SCHOOL WEBSITE REFLECTS ALL SCHOOL IMPROVEMENT PROCESSES

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

➢ Dates, Times and Locations of all School Advisory Council (SAC) Meetings
➢ School Advisory Council (SAC) Bylaws
➢ Agendas & Minutes for School Advisory Council Meetings (SAC)
➢ Link to SIP: https://www.browardschools.com/Page/47653
➢ Dates and Times of all School Advisory Forum (SAF) Meetings
➢ School Advisory Forum (SAF) Bylaws
➢ Agendas & Minutes for School Advisory Forum Meetings
➢ Dates, Times and Locations of Area Advisory Meetings: https://www.browardschools.com/Page/35325

HELPFUL HINTS:

➢ Do not list the School Advisory Council and School Advisory Forum as SAC or SAF on any documents or school website
➢ Use the complete title of each entity and list separately
➢ Descriptions of SAC and SAF should be from Board Policies 1403 & 1.3

3. BCPS School Improvement Plans

2022-23 BCPS School Improvement Plans

SIP REQUIREMENTS

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

DISTRICT DEPARTMENT PLANS*

➢ All District Department Plans in the BCPS SIP are Word documents that can be downloaded from the SIP template in BCPS Central V2.0.
➢ Each completed plan should be uploaded as a PDF document into the SIP in the corresponding section.
➢ District departments will provide direct feedback to schools about their plans.

BCPS SCHOOL IMPROVEMENT PLAN COMPONENTS (Subject to Change)

SCHOOL INFORMATION

- School Name
- School Grade
- Title 1 School
- School Improvement (SI)

- School of Excellence
- ESSA School
- RAISE
- Executive Summary

SAFE AND SUPPORTIVE ENVIRONMENT

- Professional Learning Communities (PLCs)
- Response to Intervention (MTSS/RtI) Plan*
- Social Emotional Learning (SEL)*
- School-wide Positive Behavior Plan*

- Attendance Plan*
- School Counseling Plan*
- Equity Plan*
- Best Practices In Inclusive Education (BPIE)*

SCHOOL BUDGET SIGNATURE PAGE

HIGH QUALITY INSTRUCTION

- Early Warning Systems
- School Report Card
- Goals, Strategies, & Activities

- Title 1 Addendum*
- K-12 Comprehensive Reading Plan*

EFFECTIVE COMMUNICATION

- SAC Documentation
- Cognia eProve Survey Results
- Family and Community Engagement Plan (FACE)*

BCPS SIP: School Information and Budget

➢ **SCHOOL INFORMATION**

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

☆ School Info			ʌ x
School Name	Zaragoza School for Advanced Learning (TEST) (9997)	School Grade (2021 - 2022)	
Title 1 School	Yes	School Improvement (SI)	No
School of Excellence	No	ESSA School	No
RAISE Reading Achievement Initiative for Scholastic Excellence	No		
Executive Summary	ⓘ Upload Executive Summary		

CONFIDENTIALITY NOTE: Information posted to this website will be open to public view. Do not include student's personally identifiable data, which is confidential and protected by FERPA.

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

☆ School Budget Signature Page	ʌ x

School Budget Signature Page

☑ School Budget Signature Page

No files have been uploaded.

2022-23 School Improvement Plan Executive Summary

Cognia Executive Summary for 2022-2023

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

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

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

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

cognia™

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)

BCPS SIP: High-Quality Instruction

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

➢ **School Report Card Link** **(Prepopulated from FLDOE EduData: edudata.fldoe.org)**
   To see subgroup data: Click on School Report Cards, enter the district name and chose the school from the dropdown
   menu. Click on the blue "details" button in the School Performance section and the FPPI subgroup data is
   listed. Schools will use this data for goals.

➢ **Goals, Strategies, and Activities (This section appears for schools that are not completing an FLDOE SIP)**
• **Goal(s) - Must be SMART goals based on current data. Need at least a Literacy Goal (per Policy 1403) and a Lowest
   Subgroup Goal**
• **Strategy/Activities - Clearly defined for each goal**
• **Person(s) Responsible – Administrator assigned**
• **Deadline – Realistic date for goal attainment**
• **Professional Development – May or may not be needed**
• **Budget – Must show how Accountability Fund is being spent**
• **Monitoring – Tool or process to monitor progress**
• **Results – Necessary to determine goal attainment**

➢ **FLDOE SIP** **(Required for School Improvement (SI), Every Student Succeeds Act (ESSA), and Reading
   Achievement Initiative for Scholastic Excellence (RAISE) Schools via https://www.floridacims.org/)**

➢ **Title 1 Addendum** **(See slides in the Department Plans section of this PowerPoint)**

➢ **K-12 Comprehensive Reading Plan (See slides in the Department Plans section of this PowerPoint)**

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.

REFERENCES

- Be sure to read 2022-2023 Broward K-12 Comprehensive Research Based Reading Plan located within the BCPS SIP.
- RAISE Intensive Schools should make sure their goals are aligned and they use recommendations from the FDOE State Regional Literacy Directors.

SUGGESTED TARGETS

- Academic Achievement
- Parental Participation
- Teacher Effectiveness
- Professional Development
- Collaboration Across Numerous Program Areas

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

BCPS SIP: Safe & Supportive Environment

➢ **Professional Learning Communities (PLC)**
Schools will input the 2022-23 PLC meeting schedule in the text box.

➢ **District Plans** **(See the relevant slides in the Department Plans section of this PowerPoint)**
- **Response to Intervention (MTSS/RtI) Plan**
- **Social Emotional Learning (SEL) Plan**
- **School-wide Positive Behavior Plan (SPBP)**
- **Attendance Plan**
- **School Counseling Plan**
- **Equity Plan**
- **Best Practices in Inclusive Education (BPIE)**

BCPS SIP: Effective Communication

➢ **SAC Documentation and Upload Center**
Schools upload all SAC documentation in PDF format in the SAC Upload Center: Approved Minutes (draft if not yet approved), sign-in sheets (SAC members and guests), SAC Composition, SAC Bylaws, SAF Bylaws and documentation, Waiver Applications and Documentation (New & Continuation), Florida School Recognition Program (A+ Funds) Documentation (if applicable), etc.

➢ **Cognia eProve Survey Results**
Schools will upload a PDF copy of the 2021-22 Parent, Staff, & Students Survey Reports from:
https://www.myjourney.Cognia.org/. Schools will respond in the text box and explain the specific activities in which your school will participate to increase your ratings.

➢ **Family and Community Engagement Plan (FACE)** **(See the relevant slides in the Department Plans section of this PowerPoint)**

4. FLDOE School Improvement Plans

ESSA Schools FLDOE SIP Requirement

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

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

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

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

ESSA 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

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

RAISE Schools
FLDOE SIP Requirement

- **FLDOE SIP is required for Reading Achievement Initiative for Scholastic Excellence (RAISE) designated schools.**
- **FLDOE SIP is located at: https://www.floridacims.org/.**

➤ **RAISE REQUIREMENT**
- **Pursuant to s. 1001.42(18)(a), F.S., all identified schools must complete the FLDOE SIP and explicitly address strategies for improving reading in grades K-5. In the RAISE portion of the SIP, RAISE schools will identify the Area(s) of Focus (Instructional Practice specifically relating to Reading/ELA), Measurable Outcomes, Monitoring, Evidence-based Practices/Programs and Action Steps to address the Area(s) of Focus.**

➤ **FLDOE RAISE SIP SECTIONS**
  RAISE schools should complete the following sections of the FLDOE SIP:
   I. School Information
   II. Needs Assessment
   IV. RAISE

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

5.

District Department Plans in BCPS SIP & Support

Support for District Plans

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

- **K-12 READING PLAN:**
  - Elementary: Veronica Sclafani – veronica.sclafani@browardschools.com
  - Secondary: Marie Garrido – marie.garrido@browardschools.com

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

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

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

- **ATTENDANCE PLAN:** Ascellia Arenas 754-321-1623

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

- **EQUITY PLAN:** Tom Albano 754-321-1600

- **BPIE:** Bari Aronson 754-321-3400

- **FAMILY AND COMMUNITY ENGAGEMENT PLAN (FACE):** Nadia Clarke – nadia.clarke@browardschools.com

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

K-12 Comprehensive Reading Plan 2022-2023

DISTRICT CONTACT:

Elementary Learning: Veronica Sclafani –

veronica.sclafani@browardschools.com

Secondary Learning: Marie Garrido -

marie.garrido@browardchools.com

K-12 Comprehensive Reading Plan 2022-2023

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

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

☆ 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 2022-2023 SIP

K-12 Comprehensive Reading Plan

Division of Teaching & Learning ~ Office of Academics
Elementary Learning and Secondary Learning MTSS Team

School Improvement Plan
Multi-Tiered System of Supports (MTSS)

Steps to Complete the MTSS Action Plan in Alignment to School Improvement Plan Goals

Quarter 1 | 2022-2023

Established 1915
BROWARD
County Public Schools

Purpose of School-Level
Self-Assessment of MTSS Implementation in alignment to SIP

At the end of each school year, the School Leadership Team

including members of the Collaborative Problem-Solving Team

(CPST) complete the Self-Assessment of MTSS implementation (SAM)

instrument to measure school-level implementation of a Multi-Tiered

System of Supports (MTSS).

Then, at the beginning of each school year, the School Leadership

Team reviews their annual SAM Report to identify the necessary

actions and activities to develop an MTSS Implementation Action

Plan in alignment to School Improvement goals for 22-23.

Follow the steps in this presentation to complete your school's MTSS Implementation Plan.

Self-Assessment of MTSS Implementation (SAM)

Overview of MTSS

This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is an educational framework designed to ensure *successful educational outcomes for all students*. When districts and schools are organized as an MTSS, educators use a data-based, problem-solving process to inform multiple tiers of standards-aligned instruction and intervention designed to increase the academic, behavioral, emotional, and life skills of students. Instruction and intervention are provided to students across multiple tiers of intensity based on need. Staff make data-based decisions in order for resources (e.g., time, staff, and evidence-based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Quality implementation of MTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also *how* assessments, instruction, interventions, and data-based problem solving are put into place (i.e., the fidelity with which these elements are implemented). Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptation, etc.). As a measure of school-level implementation of an MTSS, the focus of this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of MTSS with fidelity. The critical elements of MTSS referred to throughout the instrument include:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
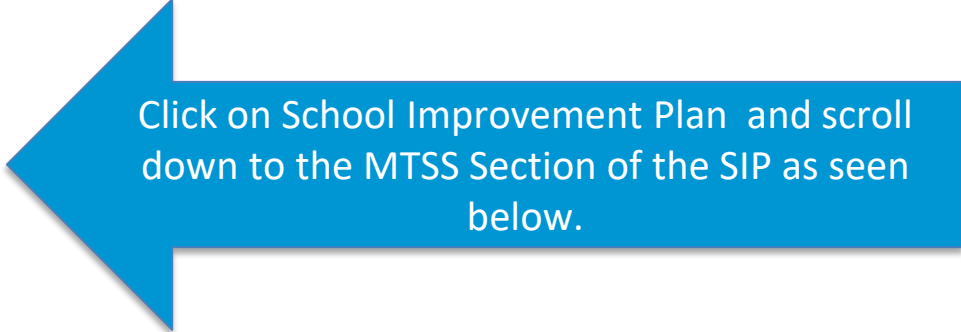- Data-based problem solving used to make decisions

To promote a common understanding, staff that complete the instrument are urged to discuss the elements of MTSS and how they relate to components of their school's system for educating all students. MTSS should not be thought of as a *separate* initiative or program that must be implemented. Rather, MTSS provides a framework for the integration of academic, behavior, and mental health supports. Other initiatives such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies also should be considered in the context of how they fit within an MTSS. MTSS provides a framework for implementing educational practices to ensure student growth in academic, behavioral, emotional, and life skills.

STEP 1: Access the School Improvement Hub via BCPS Central

✏ School Improvement Plan

Click on School Improvement Plan and scroll down to the MTSS Section of the SIP as seen below.
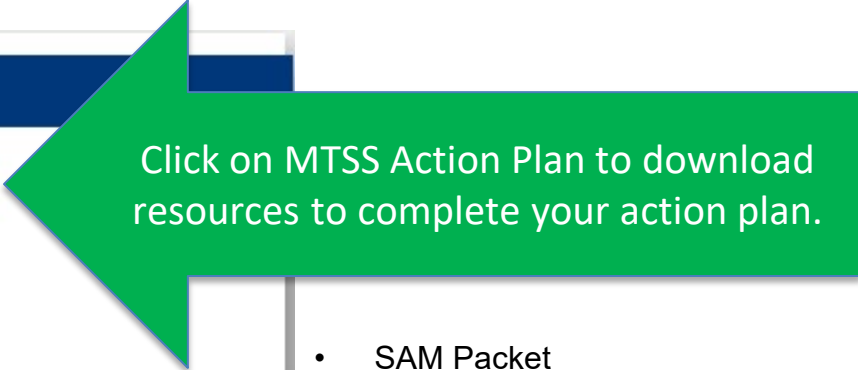
Multi-Tiered Systems of Support (MTSS)

☑ CPS TEAM Meeting Schedule   ☑ MTSS Action Plan

Click on MTSS Action Plan to download resources to complete your action plan.

No files have been uploaded.

CPS Team Meeting Schedule

No Meeting Schedule

- SAM Packet
- MTSS Action Plan
- MTSS Exemplar Action Plan
- SAM Scoring Sheet

STEP 2: Access your SAM Report Completed Spring 2022

SAM Report

PC 21-22 Broward SAM- Boulevard Heights.pdf

PC 21-22 Broward SAM- Bethune Mary M.pdf

PC 21-22 Broward SAM- Bennett.pdf

PC 21-22 Broward SAM- Bayview.pdf

PC 21-22 Broward SAM- Banyan Elementary.pdf

PC 21-22 Broward SAM- Atlantic West Elementary.pdf

21-22 Broward SAM- Winston Park Elementary.pdf

21-22 Broward SAM- Wilton Manors.pdf

21-22 Broward SAM- William Dandy Middle School.pdf

21-22 Broward SAM- Westwood Heights.pdf

21-22 Broward SAM- Westpine Middle School.pdf

[Use this link to access you SAM Report completed in the Spring of 2022](#).
Find your school's name and download report.
Note: If your school does not have a current SAM report, follow the directions on slide 13 of this presentation to complete your MTSS Action Plan.

Guiding Questions for School-Level Problem Solving with SAM Data

1. **Looking at the data, what do we wonder or what do we notice?**
   - What is a surprise? Not a surprise?
   - Which domains/items are we implementing well? Which could be improved?
   - How does the data align or misalign with our school improvement goals?

2. **What could or should we address in our action plan?**
   - What is most impacting our implementation of MTSS?
   - What would be most immediately actionable?
   - What would have the most influence?
   - What is most aligned to our goals?
   - What strengths could we leverage?

3. **Do barriers that exist within our system that may need to be addressed at the district level?**
   - Are there policies and procedures currently in place/not in place that are a[...]
   - our work?
   - Do we have access to all the data we need for problem solving?
   - Do we have access to resources we need to do the work?

SAM Rubric

| Item	0 · Not Implementing	1 · Emerging/Developing	2 · Operationalizing	3 · Optimizing	Rating
4. Data Based Problem Solving Domain (Items 21-28)					
21. Integrated data-based problem solving[17] for student academic, behavioral, emotional, and life skills outcomes occurs across content areas, grade levels, and tiers[18]	Data on academic, behavioral, emotional, and life skills outcomes may be collected, <u>**but**</u> data-based problem-solving does <u>**not occur across**</u>: • academic, behavioral, emotional, and life skills content areas • any grade levels • any tier	Data-based problem solving occurs across <u>*1 of the following 4*</u>: • at least 2 content areas (e.g., reading, behavioral, emotional, and life skills) • at least 50% of grade levels • a single tier • only academic outcomes or only behavior, emotional, and life skills outcomes	Data-based problem solving occurs across <u>*2 of the following 3*</u>: • at least 3 content areas • at least 75% of grade levels • at least two tiers	Data-based problem solving occurs across <u>***all of the following***</u>: • across all content areas • all grade levels • all tiers	
22. <u>*Across all tiers*</u>, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavioral, emotional, and life skills goals	The gap between expected and current student outcomes is <u>**not**</u> identified	The gap between expected and current outcomes is identified,	<u>*and*</u> The gap between expected and current outcomes is identified, and is associated with academic, behavioral, emotional, and life skills goals	<u>*and*</u> The gap between expected and current outcomes is identified relative to academic, behavioral, emotional, and life skills goals and is used to identify the appropriate level (tier) of instruction/intervention	
23. Academic, behavioral, emotional, and life skills data [...]	Reasons why students are <u>**not**</u> meeting expectations are <u>**not**</u> identified	Reasons why students are not meeting expectations are identified	<u>*and*</u> Data are used to verify the reasons why students are not meeting expectations	<u>*and*</u> The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	
[...]	[...]vention plans are developed	Instructional/intervention plans are developed	<u>*and*</u> Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented[20]	<u>*and*</u> Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations	

STEP 4: Analyze patterns across the six (6) domains and 42 elements, identify high and low SAM ratings
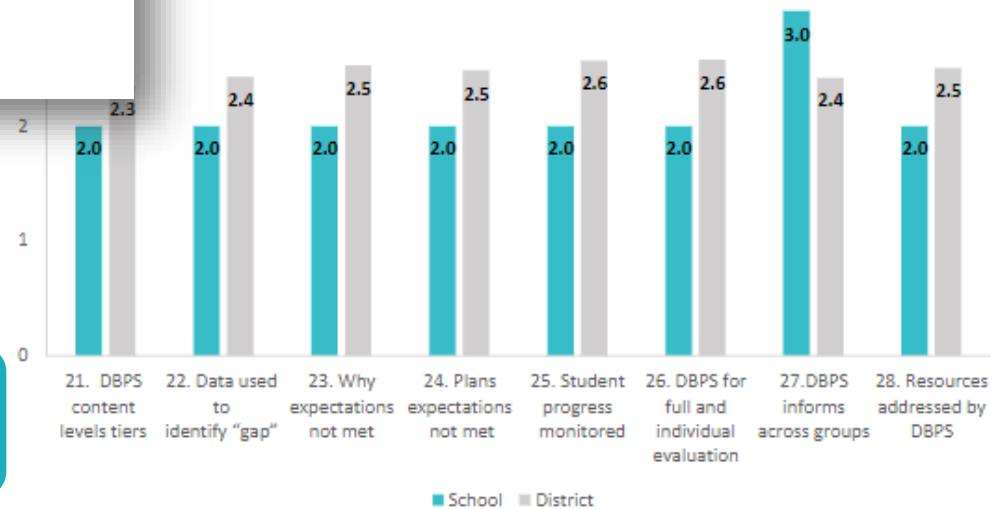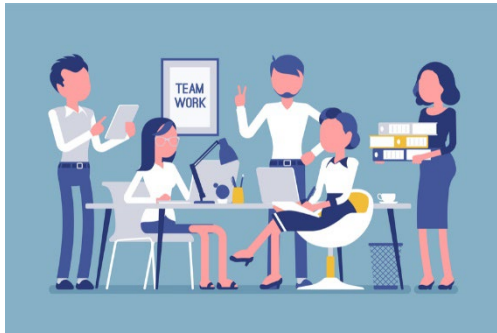

School & District Domain Averages
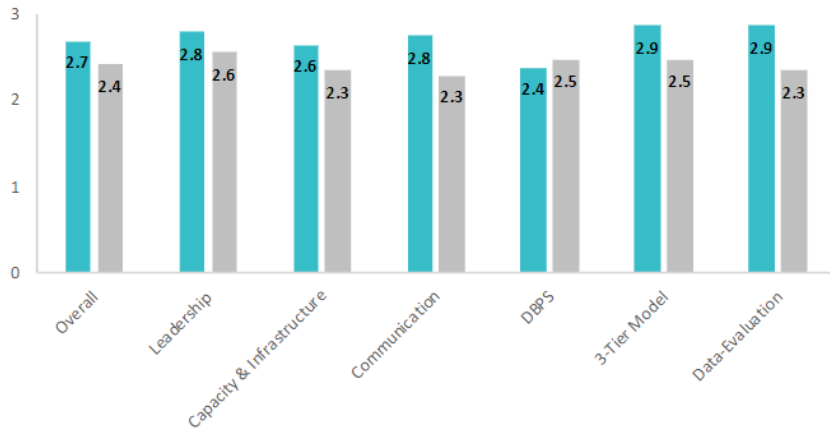
Six (6) Domains

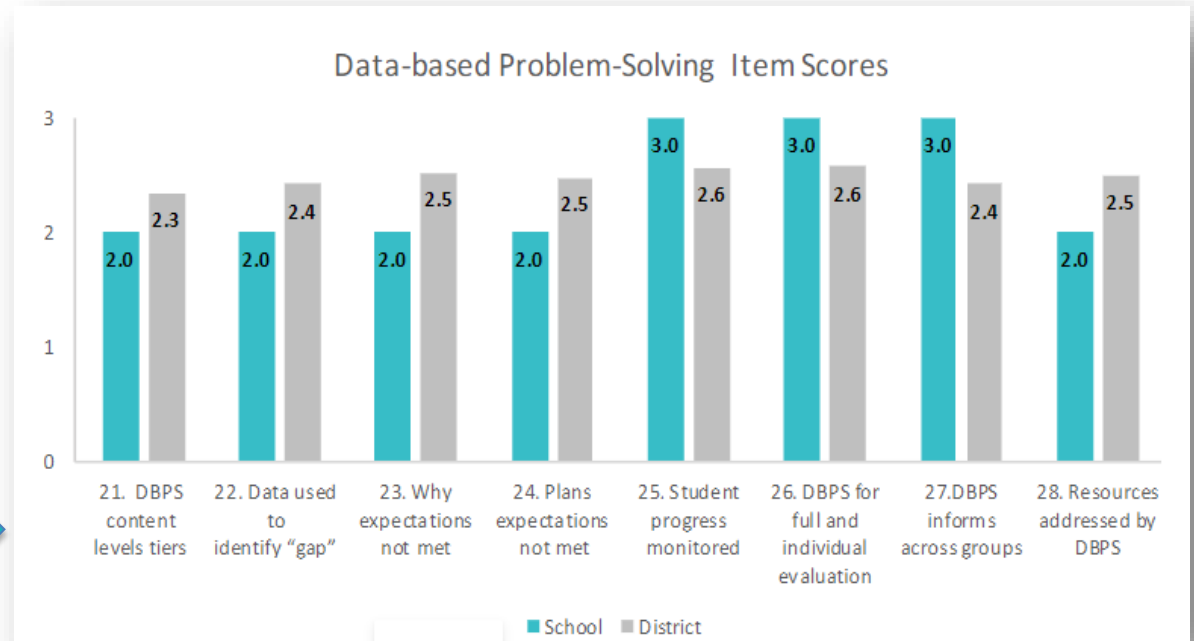Each domain has specific elements

Data-based Problem-Solving Item Scores

STEP 5: Select the two (2) lowest SAM domains and the two (2) lowest rated elements within the selected domains

Elements 21-28

Focus on School Level Rating

Review SAM rubric to determine the two elements that are most critical for your school when many of the elements within the domain have the same low score.

STEP 6: As a team, complete the MTSS Action plan for each Domain selected by the end of First Quarter SIP timeline

October 2022

MULTI-TIERED SYSTEM OF SUPPORTS

MTSS Action Plan
Complete the MTSS Action Plan below with your school's Leadership Team using the Self-Assessment of Multi-Tiered System of Supports (SAM) Guidance Documents and your school's SAM Report in alignment to academic and behavioral goals to increase student outcomes.

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

Principal: **MTSS Coordinator:**

Domain: Choose SAM Domain.

Current domain average:	Choose an item.
Expected domain average:	Choose an item.
Identify and list the two (2) lowest elements within the selected SAM domain that will enhance the expected domain average.	
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	
Utilize BASIS to identify early warning indicators and/or student outcomes the leadership team expects to improve based on the selected domain and elements.	
List the team members who will support and monitor implementation of the two (2) identified elements.	
Implementation dates:	Start: Choose date. to End: Choose date.

Domain: Choose SAM Domain.

Current domain average:	Choose an item.
Expected domain average:	Choose an item.
Identify and list the two (2) lowest elements within the selected SAM domain that will enhance the expected domain average.	
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	
Utilize BASIS to identify early warning indicators and/or student outcomes the leadership team expects to improve based on the selected domain and elements.	
List the team members who will support and monitor implementation of the two (2) identified elements.	
Implementation dates:	Start: Choose date. to End: Choose date.

If you need support completing this document, please contact your District Elementary or Secondary MTSS Supervisor and Instructional Facilitator.

MTSSACTPL – 08122022   Page 1 of 1

Exemplar MTSS Action Plan – Sample 1

Domain: Data-Based Problem-Solving

Current domain average:	1.5
Expected domain average:	2.5
Identify and list the two (2) lowest elements within the selected SAM domain that will increase the expected domain average.	▪ Element 21 - Integrated data-based problem solving for student academic, behavior and social emotional outcomes occurs across content areas, grade levels, and tiers. ▪ Element 22 - Across all tiers, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavioral, emotional, and life skills goals.
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	▪ Element 21 – All members of the CPS Team will participate in professional learning for data-based problem-solving to ensure the team uses this approach across content areas, grade levels, and tiers. ▪ Element 22 – The CPS Team will analyze school-wide data across content areas to identify students expected and current levels of performance by grade level. This will ensure students are provided appropriate level of instruction and intervention.
Utilize BASIS to identify early warning indicators and/or student outcomes the school leadership team expects to improve based on the two selected domain and elements.	▪ The CPS team expects an increase in ELA and Math FAST Progress Monitoring scores for all students including SWD and ELLs and improved attendance for students with chronic absences.
List the team members who will support and monitor implementation of the two (2) identified elements.	Bob Jackson, Literacy Coach, Sheena Share, Math Coach, Michael Marvelous, Principal, and Janet Joy, MTSS Coordinator
Implementation dates:	Start: 8/15/2022 to End: 5/26/2023

Exemplar MTSS Action Plan - Sample 2

Domain: Three Tiered Instructional and Intervention Model

Current domain average:	1.0
Expected domain average:	2.0
Identify and list the two (2) lowest elements within the selected SAM domain that will enhance the expected domain average.	• Element 30 - Tier 1 academic practices clearly identify learning standards. • Element 31 - Tier 1 behavior practices identify school-wide expectations.
Use the SAM rubric to briefly describe action steps the school leadership team will take to address each of the two identified elements.	• Element 30 - The Literacy and Math Coach will clearly define and communicate schoolwide Tier 1 practices aligned to ELA and Math instruction and engagement. • Element 31- Guidance Counselors and Behavior Specialists will clearly identify and communicate schoolwide Tier 1 practices aligned to classroom management.
Utilize BASIS to identify early warning indicators and/or student outcomes the school leadership team expects to improve based on the selected domain and elements.	• The CPS team will meet regularly to review schoolwide Tier 1 ELA/Math progress monitoring data. The Literacy and/or Math Coach will support teachers with Tier 1 practices when the data indicates an area of need. • The CPS team will review discipline referrals data and ensure Guidance and Behavior Specialist support teachers with classroom management techniques when data indicates this is an area of concern.
List the team members who will support and monitor implementation of the two (2) identified elements.	Bob Jackson, Literacy Coach, Sheena Share, Math Coach, Michael Marvelous, Principal, and Janet Joy, MTSS Coordinator
Implementation dates:	Start: 8/15/2022 to End: 5/26/2023

STEP 7: Upload your school's completed MTSS Action Plan and Current SAM Report for review and feedback

Upload SAM Report and MTSS Action Plan as a PDF

☆ Download Documents for MTSS-RtI Plan

☆ Upload File to: MTSS-RtI 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

Steps to Complete MTSS Action Plan Summary

1. Access the School Improvement Hub – MTSS Section to download resources needed.

2. Access your SAM Report completed in the Spring of 2022

3. With your School Leadership Team, review the SAM rubric, end notes, and guiding questions.

4. Analyze patterns across the six (6) domains and 42 elements, identify high and low SAM ratings.

5. Select two (2) SAM domains and two (2) low rated elements within the selected domains that will enhance your school's MTSS implementation for the new school year.

6. Complete the MTSS Action plan for each Domain selected by the end of First Quarter SIP timeline.

7. Upload your school's MTSS Action Plan and SAM Report in your School Improvement Plan Hub for review and feedback.

Steps for schools without a current SAM Report

The School's Leadership Team will:

- review the previous year SAM report (request from MTSS supervisor/instructional facilitator).

- use the SAM assessment rubric and endnotes to complete a new SAM Scoring Sheet.

- ensure each team member completes one (1) independent scoring sheet.

- collaborate to reach consensus and completes one (1) summary scoring sheet.

- use the summary scoring sheet to follow the steps in this presentation to complete your school's MTSS Action Plan.

- upload the completed SAM scoring sheet in the SIP for review and feedback.

SAM Scoring Sheet

THIS SCORING SHEET HAS ABBREVIATED LANGUAGE AND SHOULD ONLY BE USED TO RECORD AND DISPLAY RESPONSES
Rate each item on a scale from 0-3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing)

Item	Rating 0-3
1. Leadership Domain (Items 1-5)	**Rating 0-3**
1. The principal is actively involved	0 1 2 3
2. A leadership team is established	0 1 2 3
3. The leadership team actively engages in ongoing professional development	0 1 2 3
4. A strategic plan for MTSS implementation is developed	0 1 2 3
5. The leadership team is actively facilitating implementation	0 1 2 3
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	**Rating 0-3**
6. The critical elements of MTSS are defined and understood	0 1 2 3
7. Professional development and coaching provided to staff	0 1 2 3
8. The leadership team facilitates PD on data-based problem-solving	0 1 2 3
9. The leadership team facilitates PD on multi-tiered instruction and intervention	0 1 2 3
10. Coaching is used to support MTSS implementation	0 1 2 3
11. Schedules provide adequate time for training and coaching	0 1 2 3
12. Schedules provide adequate time to administer assessments	0 1 2 3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	0 1 2 3
14. Schedules provide adequate time for data-based problem-solving	0 1 2 3
15. Processes, procedures, and decision-rules are established for DBPS	0 1 2 3
16. Resources to support MTSS implementation are identified and allocated	0 1 2 3
3. Communication and Collaboration Domain (Items 17-20)	**Rating 0-3**
17. Staff have consensus and engage in MTSS Implementation	0 1 2 3
18. Staff are provided data on MTSS fidelity and student outcomes	0 1 2 3
19. The infrastructure exists to support family and community engagement	0 1 2 3
20. Educators actively engage families in MTSS	0 1 2 3
4. Data-Based Problem-Solving Domain (Items 21-28)	**Rating 0-3**
21. DBPS for student outcomes occurs across content areas, grade levels, and tiers	0 1 2 3
22. Across tiers, data used to identify "gap" between expected and current outcomes	0 1 2 3
23. Data are used to identify reasons why students are not meeting expectations	0 1 2 3
24. Plans based on verified reasons why students are not meeting expectations	0 1 2 3
25. Student progress specific to academic or behavior goals are monitored	0 1 2 3
26. Data-based problem solving is part of a student's full and individual evaluation	0 1 2 3
27. Data are used to address performance across diverse group	0 1 2 3
28. Resources for implementation of MTSS are addressed through data-based problem-solving	0 1 2 3
5. Three Tiered Instructional /Intervention Model Domain (Items 29-35)	**Rating 0-3**
29. Instruction at all tiers in accessible and responsive for all students	0 1 2 3
30. Tier 1 academic practices clearly identify learning standards	0 1 2 3
31. Tier 1 behavior practices identify school-wide expectations	0 1 2 3
32. Tier 2 academic practices include common student needs, are linked to Tier 1	0 1 2 3
33. Tier 2 behavior practices include common student needs, are linked to Tier 1	0 1 2 3
34. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	0 1 2 3
35. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	0 1 2 3
6. Data-Evaluations Domain (Items 36-42)	**Rating 0-3**
36. Staff understand and have access to data sources	0 1 2 3
37. Data systems enable educators to engage in data-based problem solving for equity	0 1 2 3
38. Policies and procedures for decision-making are established	0 1 2 3
39. Effective data tools are used appropriately and independently by staff	0 1 2 3
40. Data sources are used to evaluate the fidelity and impact	0 1 2 3
41. Available resources are allocated effectively	0 1 2 3
42. Data sources are monitored for consistency and accuracy	0 1 2 3

SAM • Revised September 2021 • Page 22   Updated 4/18/22

District MTSS Contacts

Elementary Learning Department
Adrienne Dixson-Paul, MTSS Supervisor
754-321-1850 office
954-235-6886 cell
adrienne.dixson@browardschools.com
BCPS Elementary MTSS: bcpsmtss@browardschools.com
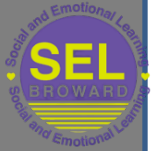

Secondary Learning Department
Mildred Grimaldo, MTSS Supervisor
754-321-2119 office
mildred.grimaldo@browardschools.com
BCPS Secondary MTSS: bcpsmtsssecondary@browardschools.com

Social Emotional Learning Action Plan (SEL Action Plan)

Completing each Section of your SEL Action Plan

District Contacts:
Belinda Daise: belinda.daise@browardschools.com
Sierra Goggins: sierra.goggins@browardschools.com
School Counseling & BRACE/ Social & Emotional Learning Department
754-321-1675

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:*
	☐ 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.	**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?
		Step 3: Action Steps
	☐ 3. Our SEL team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	*Create action steps for your SMARTIE Goal based on your priorities.*
		Step 4: **Date SMARTIE Goal Accomplished:____**

Completing each Section of your SEL Action Plan

Elementary and Secondary MTSS

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: belinda.daise@browardschools.com
Sierra Goggins: sierra.goggins@browardschools.com
School Counseling & BRACE/ Social & Emotional Learning Department
754-321-1675

Completing each Section of your SEL Action Plan

Elementary and Secondary MTSS

Delivery of Social Emotional Learning Action Plan

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

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

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

BCPS SEL Action Plan 2022-2023

Contact: Belinda Daise
Belinda.Daise@browardschools.com/

What is included in the SEL Action Plan?

- Administrative Collaboration

- SEL Action Team

- Planning/Data

- Shared Vision

- Professional Learning to Strengthen Staff Expertise

- Evidence-Based SEL Programs and Practices

- Student Voice & Engagement

- Systems to Promote Continuous Improvement

- Adult SEL and School Culture

- Self-Evaluation

Elementary and Secondary MTSS

School-Wide Positive Behavior Plan 2022-2023

District Contact:

Shavonda Mitchum, Specialist

Diversity & School Climate: 754-321-1706

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.
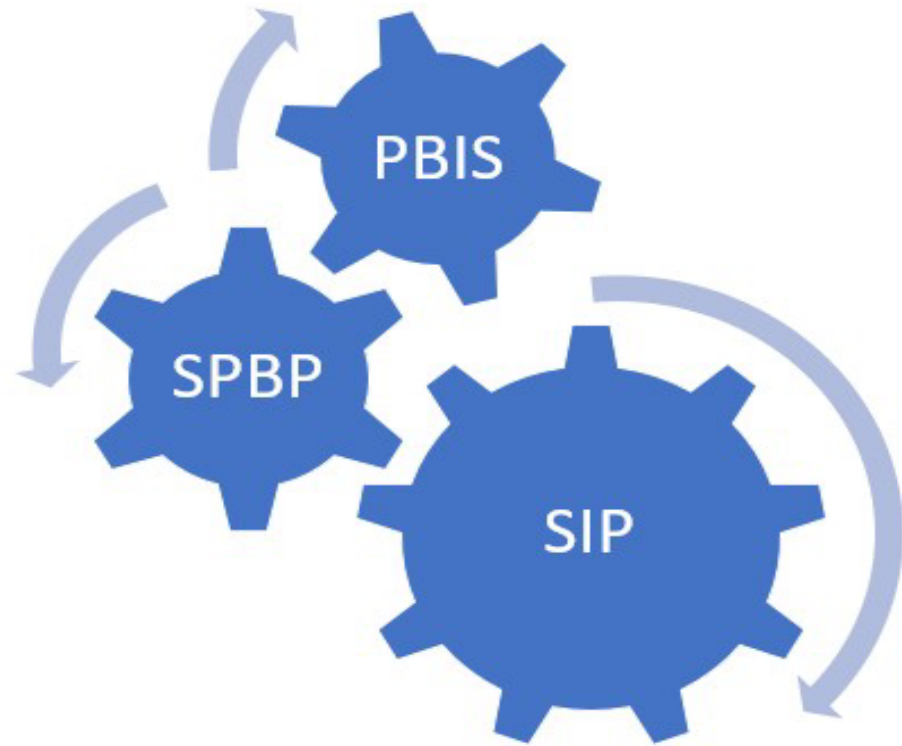
School-wide Positive Behavior Plan

Don't FORGET!

Download your data before the end of the school year!

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

SPBP Highlights

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

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

Submit name of SPBP Contact

Click to access SPBP Canvas

Attendance Plan 2022-2023

District Contact:

Ascellia Arenas, Coordinator

Student Services: 754-321-1623

SIP Attendance Plan for 2022/23

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

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

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

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

a) Data will be provided by the District AFTER the completion of the school year. We expect the data to be ready by July 18 in the District SIP in BCPA Central V2.0.

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

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

d) The Attendance Program expects to provide resources for completion of this plan by July 18, 2022. Until then, staff are encouraged to complete other plans that are not dependent on this attendance data.

Directions:

1. Wait until the SY22 ATTENDANCE data is populated on the BCPS SIP website. All materials should be available by July 18, 2022. *The school team member completing the Attendance Plan must have access to the BCPS SIP website via BCPS Central V2.0.*

2. On your school's BCPS SIP website, scroll down to the **green** "Attendance Plan" button to download the appropriate 2022/23 Template and One-Page Directions (which simplifies the work).

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

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

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

6. Feedback will be provided by the Attendance Office by September 10, 2022. This will allow time for corrections before the District deadline.

Attendance Plan

Attendance Plan

Comprehensive Attendance Plan Trends
Source: Student Services Department

Number of Students

500

400

300

200

100

0

2018   2019   2020
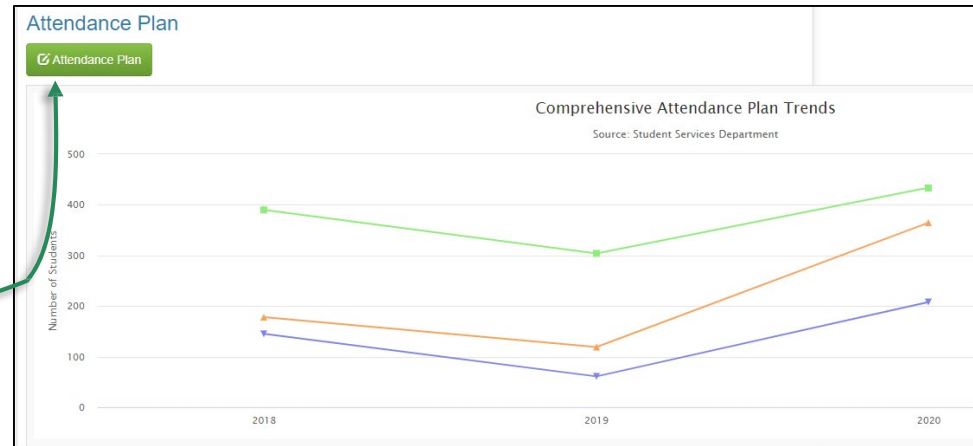
☆ Upload File to: Attendance Plan

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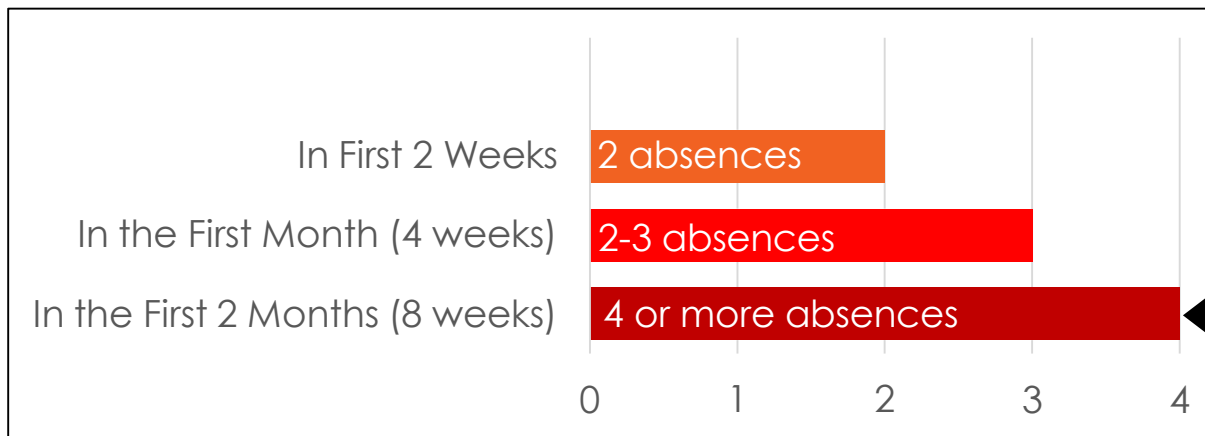
Absent 10% or more days any time after the first 8 weeks.

Completing The 2022/23 Attendance Plan Worksheet

Use the Mandatory Attendance Canvas Course Dashboard--Each school's goals are pre-written for staff to copy & paste into the Attendance Plan. The Attendance Office analyzes all school data to provide SMART goals. An administrator will work with the staff member responsible for the Attendance Plan. This Dashboard can be found in the Mandatory Attendance Course for Administrators or Teachers in section 4.4 SIP Attendance Dashboard.
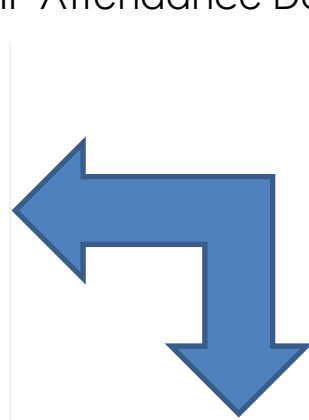
Copy & paste the populated data from the SIP Attendance Dashboard to the 2022/23 Attendance Plan Worksheet

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

Annual School Counseling Plan (ASCP) 2022-2023

District Contact:

Danny Tritto, Secondary

TBD, 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

COMING SOON

2022-2023 Equity Plan of Action

2022-2023 SIP Information
Department of Diversity and School Climate
Director: David Watkins

Best Practices in Inclusive Education (BPIE) Plan 2022-2023

District Contact:

Bari Aronson

Exceptional Student Education: 754-321-3400

BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

1. Click on the BPIE Documents Tab

Best Practices in Inclusive Education (BPIE)

☑ BPIE Documents & Upload

2. Download the 'School BPIE Annual Plan for SIP'

☆ Download Documents for Best Practices in ~~Inclusive~~ Education (BPIE)

	Files
⊙	School BPIE Plan
⊙	School BPIE Quick Guide for SIP
⊙	School BPIE Plan Slides for SIP 2021-22

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

To be implemented in SY 2022/2023

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.
8. Save as a PDF and upload to SIP in OSPA.

# 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: bari.aronson@browardschools.com

Updated 6/20/22 Revised

BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE)

3. Complete the *School BPIE Annual Plan for SIP* – which prioritized indicators are the focus for actions THIS School year?
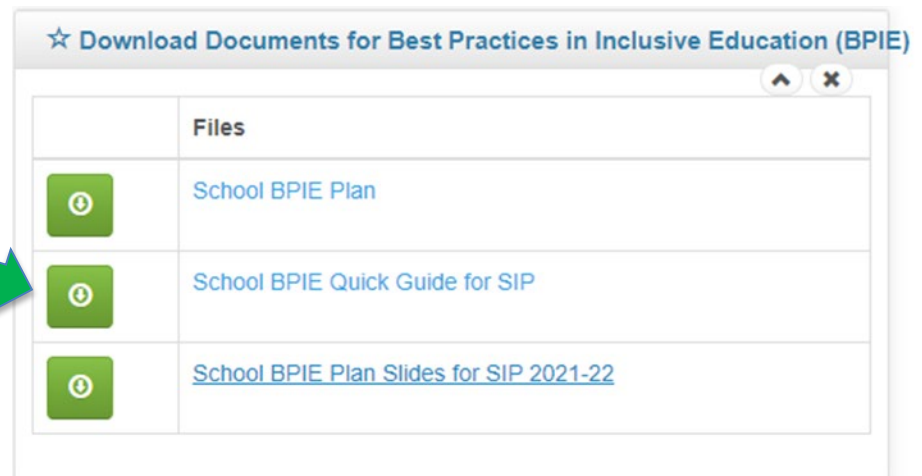
then Upload **TWO** Documents…..

4. Document #1: The *School BPIE Self-Assessment* (most current assessment)

5. Document #2: Upload the *School BPIE Annual Plan for SIP (save as PDF)*

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

Questions?? Contact FIN Facilitator:
bari.aronson@browardschools.com

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

	Files
⊙	School BPIE Plan
⊙	School BPIE Quick Guide for SIP
⊙	School BPIE Plan Slides for SIP 2021-22

Family and Community Engagement (FACE) Plan 2022-2023

District Contact:

Nadia Clarke, Assistant Director

Office of Family and Community Engagement

face@browardschools.com

FACE Plan in SIP Engagement Goal

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

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

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

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

Strategy #1

Review customer service expectations with staff.

Complete *Customer Service* handout

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

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

Strategy #2:

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

Complete *Programs and Services* handout

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

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

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

Strategy #3

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

Complete *Cultural Awareness* handout

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

Strategy #4

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

Complete *Catch them Being Great* handout.

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

Strategy #5

Share Social and Emotional Learning Competencies with Families

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

Information can be found at

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

Title 1 Compliance 2022-2023

District Contact:

Adriana Karam, Specialist

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

2022-2023 Title I SIP/Addendum Requirement

ALL TITLE I SCHOOLS:

ESSA category schools (CS&I and TS&I) and **Non-ESSA schools** must complete the Title I Addendum Plan in BCPS Central V2.0 for the 2022-2023 school year.

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

Title I Feedback- Uploaded in BCPS CENTRAL V2.0

- **Title I Feedback Form -** Will be uploaded in BCPS Central V2.0 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 BCPS Central site OR within the Title I eBinder tab: "TITLE I FORMS/ School Improvement."**

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

➢ **Complete _ALL_ 18 areas; no blank answers or N/A responses. Indicate if the program/service is applicable or not to your school in a complete statement. _EX: "For the 22-23 school year, this program is not offered at…"_**

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

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

Your School's Title I Addendum must be completed at the same time as your other required district plans.

Follow the 2022-2023 School Improvement SIP timeline (on slides 4 & 5).

For Title I compliance, your approved SIP and Title I Addendum Plan (with approved feedback form) are to be uploaded to your Title I eBinder - compliance item B1.
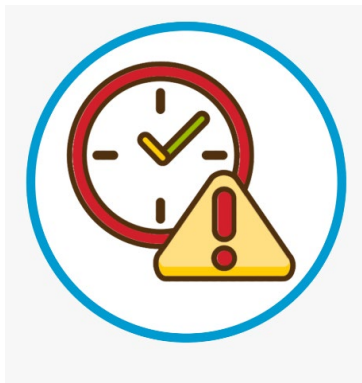
6.
Your School Improvement Team Support

School Improvement Support

The School Improvement Team is looking forward to supporting the school improvement process and efforts in schools and within the district. We're off to an amazing start!

Visit our website for information and resources @ https://www.browardschools.com/Page/47653 and you will find:

- All Training PowerPoint Presentations Posted
- View School Improvement Plans
- Access SAC & SIP Information
- A+ Recognition Fund Process Guidelines
- Waiver Information & Process
- Log on to BCPS Central V2.0 to access the SIP templates
- Cognia eProve Customer Survey Reports
- And So Much More

We are here to help you have a successful new school year.

Happy New School Year with awesome new beginnings!

Questions? Call Kelli Blackburn, Coordinator, School Improvement 754-321-2500

SCHOOL IMPROVEMENT