

# School Improvement Meeting Quarter 1 | 2024-2025

# Agenda

01

School Improvement  
Quarter 1  
Events and Deadlines

02

2024-2025  
School Improvement Plan

03

BCPS 2024-2025  
District Department Plans

04

School Advisory Council  
(SAC)

05

School Advisory Forum  
(SAF)

06

Florida School  
Recognition Program  
(A+ Funds)

07

Waivers

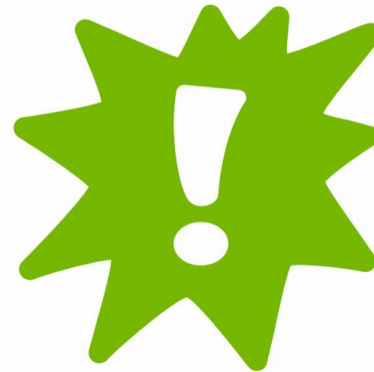
08

School Improvement Team  
Support



# School Improvement Events & Deadlines 2024-2025

**DEADLINE**



# 2024-2025 School Improvement Timeline



## 2024-2025 School Improvement Timeline



DEADLINES	School Improvement Events
<b>Quarter 1</b>	
Thursday, August 15, 2024	FLDOE SIPs due in CIMS2 for CSI schools only @ <a href="https://cims2.floridacims.org/">https://cims2.floridacims.org/</a> (New web address and platform).
Thursday, August 22, 2024	FLDOE SIPs due in CIMS2 for ATSI, TSI and RAISE schools only @ <a href="https://cims2.floridacims.org/">https://cims2.floridacims.org/</a> (New web address and platform). BCPS SIPs due in BCPS Central for schools not completing an FLDOE SIP @ <a href="https://web01.browardschools.com/ospa/ospa-central2/login.asp">https://web01.browardschools.com/ospa/ospa-central2/login.asp</a> . • Only the Area(s) of Focus (formerly Goals, Strategies & Activities) is due.
Wednesday, September 11 - Friday, September 13, 2024	Quarter 1 School Improvement Meeting PowerPoint will be posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a> Topics: School Improvement Timeline, SAC and SAF Information, BCPS and FLDOE SIPs, District Department Plans, Waivers, School Recognition (A+) Funds and School Improvement Support/Updates
Friday, September 20, 2024	<ul style="list-style-type: none"> <li>2023-2024 BCPS SIP Closeout (End of Year Results) only for schools that entered Goals, Strategies &amp; Activities in the 2023-2024 BCPS SIP. <i>Note: This does not apply to schools that completed a 2023-2024 FLDOE SIP.</i></li> <li>Complete and/or upload the 2024-2025 SIP components below in BCPS Central (All Schools)                             <ul style="list-style-type: none"> <li>Executive Summary</li> <li>School Budget Signature Page</li> <li>Early Warning Indicators Response</li> <li>Professional Learning Communities Meeting Schedule</li> <li>MTSS CPS Team Meeting Schedule</li> <li>2023-2024 BCPS Customer Survey (Cognia eProve) Results</li> <li>District Department Plans</li> </ul> </li> <li>2024-2025 SAC and SAF Requirements:                             <ul style="list-style-type: none"> <li>SAC Meeting Dates Flyer</li> <li>SAF Meeting Dates Flyer (new)</li> </ul> </li> </ul> <i>Note: SAC and SAF meetings must be scheduled on the 1<sup>st</sup> and 4<sup>th</sup> weeks of the month.</i>
Monday, October 7, 2024	2024-2025 SAC Composition Report, SAC Bylaws, SAF Bylaws (Obtain from SAF Chair). Complete and upload in BCPS Central.

DEADLINES	School Improvement Events
<b>Quarter 2</b>	
Friday, October 18, 2024	SAC Upload Center Requirements ALL 1 <sup>st</sup> Quarter (Aug. 12 thru Oct. 14, 2024) SAC and SAF Meeting Agendas, Minutes (as draft if not yet approved) and Sign-In Sheets (use BCPS Central sheets).
Friday, November 1, 2024	New Waiver Intent to Apply Form Schools applying for a New Waiver or those that have a waiver ending in 2024-2025 can access the form at <a href="https://www.browardschools.com/Page/35407">https://www.browardschools.com/Page/35407</a> .
Wednesday, November 13 - Friday, November 15, 2024	Quarter 2 School Improvement Meeting PowerPoint will be posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a> Topics: SIP Monitoring, SAC and SAF Information, Waivers, Mid-Year Reflection, School Recognition (A+) Funds (if applicable) and School Improvement Support/Updates

\*Dates subject to change. Acronym Key: FLDOE (Florida Department of Education); BCPS (Broward County Public Schools); SIP (School Improvement Plan); SAC (School Advisory Council); SAF (School Advisory Forum)



## 2024-2025 School Improvement Timeline



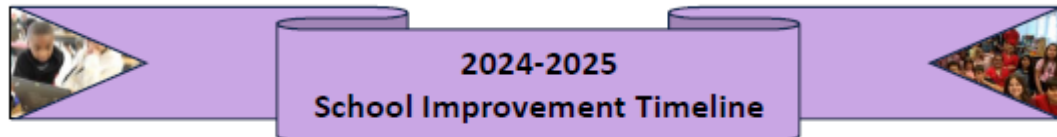
DEADLINES	School Improvement Events
<b>Quarter 3</b>	
Friday, January 10, 2025	SAC Upload Center Requirements ALL 2 <sup>nd</sup> Quarter (Oct. 15, 2024 thru Jan. 6, 2025) SAC and SAF Meeting Agendas, Minutes (as draft if not yet approved) and Sign-In Sheets (use BCPS Central sheets).
Wednesday, January 15 - Friday, January 17, 2025	Quarter 3 School Improvement Meeting PowerPoint will be posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a> Topics: SIP Monitoring, 2024-2025 BCPS Customer Survey, SAC and SAF Information, School Recognition (A+) Funds (if applicable), District Department Updates and School Improvement Support/Updates
Friday, January 31, 2025	SIP Mid-Year Reflection Complete in Florida CIMS2 (for CSI, ATSI, TSI & RAISE schools) or BCPS Central (for schools that completed Areas of Focus in the BCPS SIP) Florida School Recognition Program (A+ Funds) Requirements Qualifying schools must complete and upload all documentation in BCPS Central. New Waiver Applications Completed and Submit Documentation Complete the application in the Waiver Database in BCPS Central and submit signed copies to the School Improvement Coordinator for approval. Upload all supporting documentation per the New Waiver Checklist in BCPS Central. <a href="https://web01.browardschools.com/ospa/ospa-central2/login.asp">https://web01.browardschools.com/ospa/ospa-central2/login.asp</a>
Monday, March 3 - Friday, May 2, 2025	2024-2025 BCPS Customer Survey: Cognia eProve Annual survey window open for schools' stakeholders (Staff, Students and Parents).

DEADLINES	School Improvement Events
<b>Quarter 4</b>	
Friday, April 4, 2025	SAC Upload Center Requirements ALL 3 <sup>rd</sup> Quarter (Jan. 7 thru Mar. 21, 2025) SAC and SAF Meeting Agendas, Minutes (as draft if not yet approved) and Sign-In Sheets (use BCPS Central sheets).
Wednesday, April 9 - Friday, April 11, 2025	Quarter 4 School Improvement Meeting PowerPoint will be posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a> Topics: School Improvement Planning for 2025-2026, Writing SIP Goals, Election of SAC & SAF members for the 2025-2026 school year and School Improvement Support/Updates.
Friday, April 11, 2025	Continuation Waiver Applications Updated and Submit Documentation Update the continuation waiver application in the Waiver Database in BCPS Central and upload all supporting documentation per the Continuation Waiver Checklist in BCPS Central.
Friday, May 23, 2025	SAC Upload Center Requirements ALL 4 <sup>th</sup> Quarter (Apr. 1 thru Jun. 4, 2025) SAC and SAF Meeting Agendas, Minutes (as draft if not yet approved) and Sign-In Sheets (use BCPS Central sheets).

\*Dates subject to change. Acronym Key: FLDOE (Florida Department of Education); BCPS (Broward County Public Schools); SIP (School Improvement Plan); SAC (School Advisory Council); SAF (School Advisory Forum)



# Quarter 1 School Improvement Timeline



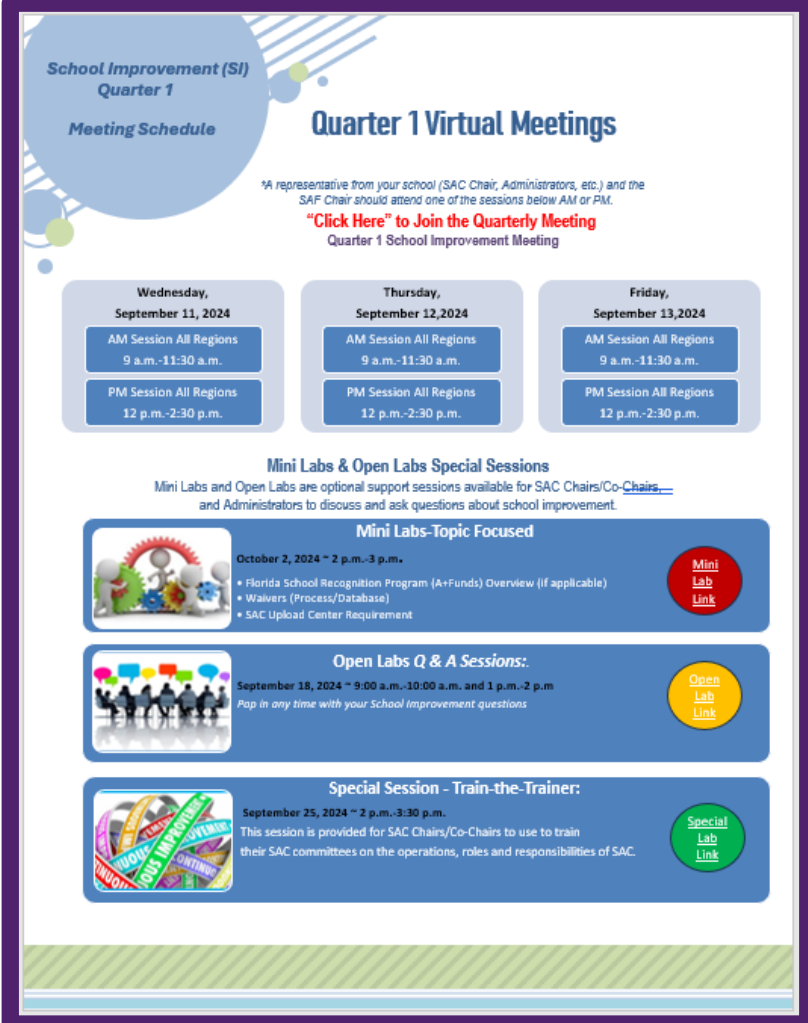
DEADLINES	School Improvement Events
<b>Quarter 1</b>	
Thursday, August 15, 2024	FLDOE SIPs due in CIMS2 for CSI schools only @ <a href="https://cims2.floridacims.org/">https://cims2.floridacims.org/</a> (New web address and platform).
Thursday, August 22, 2024	<p>FLDOE SIPs due in CIMS2 for ATSI, TSI and RAISE schools only @ <a href="https://cims2.floridacims.org/">https://cims2.floridacims.org/</a> (New web address and platform).</p> <p>BCPS SIPs due in BCPS Central for schools not completing an FLDOE SIP @ <a href="https://web01.browardschools.com/ospa/ospa-central2/login.asp">https://web01.browardschools.com/ospa/ospa-central2/login.asp</a>.</p> <ul style="list-style-type: none"> <li>• Only the Area(s) of Focus (formerly Goals, Strategies &amp; Activities) is due.</li> </ul>
<p>Wednesday, September 11 - Friday, September 13, 2024</p> <p style="text-align: center;">★</p>	<p>Quarter 1 School Improvement Meeting PowerPoint will be posted on <a href="https://www.browardschools.com/Page/35378">https://www.browardschools.com/Page/35378</a> Topics: School Improvement Timeline, SAC and SAF Information, BCPS and FLDOE SIPs, District Department Plans, Waivers, School Recognition (A+) Funds and School Improvement Support/Updates</p>
Friday, September 20, 2024	<ul style="list-style-type: none"> <li>• 2023-2024 BCPS SIP Closeout (End of Year Results) only for schools that entered Goals, Strategies &amp; Activities in the 2023-2024 BCPS SIP. <i>Note: This does not apply to schools that completed a 2023-2024 FLDOE SIP.</i></li> <li>• Complete and/or upload the 2024-2025 SIP components below in BCPS Central (All Schools)                             <ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• School Budget Signature Page</li> <li>• Early Warning Indicators Response</li> <li>• Professional Learning Communities Meeting Schedule</li> <li>• MTSS CPS Team Meeting Schedule</li> <li>• 2023-2024 BCPS Customer Survey (Cognia eProve) Results</li> <li>• District Department Plans</li> </ul> </li> <li>• 2024-2025 SAC and SAF Requirements:                             <ul style="list-style-type: none"> <li>• SAC Meeting Dates Flyer</li> <li>• SAF Meeting Dates Flyer (new)</li> </ul> </li> </ul> <p><i>Note: SAC and SAF meetings must be scheduled on the 1<sup>st</sup> and 4<sup>th</sup> weeks of the month.</i></p>
Monday, October 7, 2024	2024-2025 SAC Composition Report, SAC Bylaws, SAF Bylaws (Obtain from SAF Chair). Complete and upload in BCPS Central.



# Quarter 1 Meeting Schedule

## Join Us

- Quarterly Meetings
- Open Labs
- Mini Labs
- Special Sessions



**School Improvement (SI) Quarter 1 Meeting Schedule**

### Quarter 1 Virtual Meetings

\*A representative from your school (SAC Chair, Administrators, etc.) and the SAF Chair should attend one of the sessions below AM or PM.  
**"Click Here" to Join the Quarterly Meeting**  
Quarter 1 School Improvement Meeting

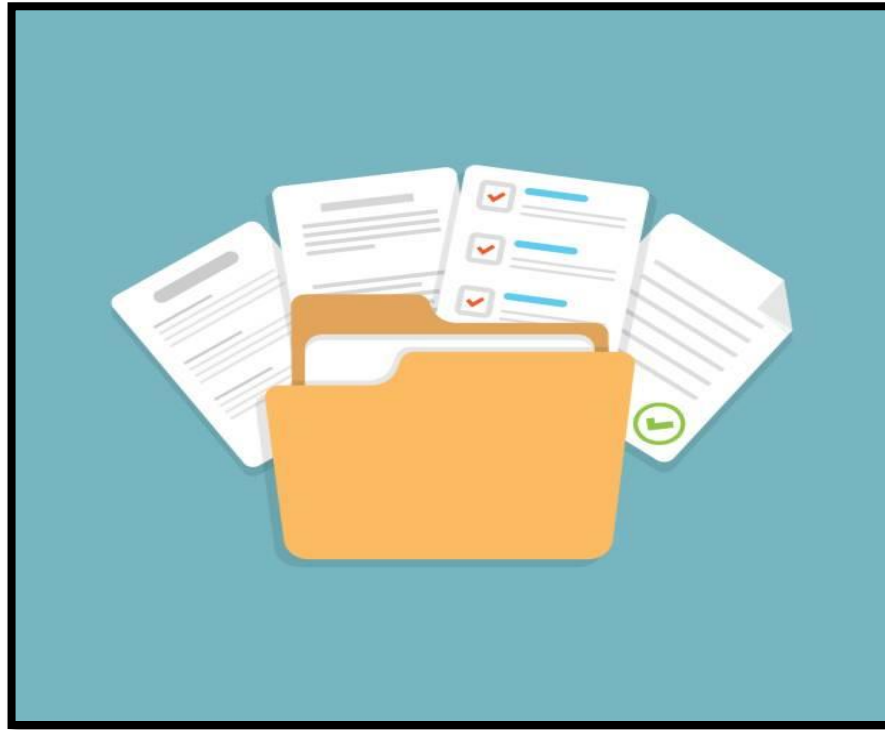
Wednesday, September 11, 2024	Thursday, September 12, 2024	Friday, September 13, 2024
AM Session All Regions 9 a.m.-11:30 a.m.	AM Session All Regions 9 a.m.-11:30 a.m.	AM Session All Regions 9 a.m.-11:30 a.m.
PM Session All Regions 12 p.m.-2:30 p.m.	PM Session All Regions 12 p.m.-2:30 p.m.	PM Session All Regions 12 p.m.-2:30 p.m.

**Mini Labs & Open Labs Special Sessions**  
Mini Labs and Open Labs are optional support sessions available for SAC Chairs/Co-Chairs and Administrators to discuss and ask questions about school improvement.

- Mini Labs-Topic Focused**  
October 2, 2024 ~ 2 p.m.-3 p.m.
  - Florida School Recognition Program (A+Funds) Overview (if applicable)
  - Waivers (Process/Database)
  - SAC Upload Center Requirement[Mini Lab Link](#)
- Open Labs Q & A Sessions:**  
September 18, 2024 ~ 9:00 a.m.-10:00 a.m. and 1 p.m.-2 p.m.  
Pop in any time with your School Improvement questions.  
[Open Lab Link](#)
- Special Session - Train-the-Trainer:**  
September 25, 2024 ~ 2 p.m.-3:30 p.m.  
This session is provided for SAC Chairs/Co-Chairs to use to train their SAC committees on the operations, roles and responsibilities of SAC.  
[Special Lab Link](#)



# 2024-2025 School Improvement Plan



# FLDOE and BCPS SIP Completion Timeline

October 2024

SIPs submitted for SBBC  
Board Approval



**Due: October 7, 2024 - All Schools**  
Upload 2024-2025 SAC  
Composition, SAC Bylaws and SAF  
Bylaws

August 16 – September 19, 2024



Feedback provided to schools. Edits/Revisions  
due 1 week after feedback is received by schools.

November 1, 2024  
SIPs Published



**Due: August 15, 2024 - CSI Schools**  
**Due: August 22, 2024 - ATSI, TSI, RAISE  
& BCPS Areas of Focus Schools**  
2024-2025 SIPs



**Due: September 20, 2024 - All Schools**  
Complete each section of the BCPS SIP (See 2024-  
2025 School Improvement Timeline for details)





# BCPS SIP Components



## SCHOOL INFORMATION

- School Name
- Title 1 School
- School of Excellence
- RAISE  
(Reading Achievement Initiative for Scholastic Excellence)
- School Grade
- School Improvement (SI)
- ESSA School
- Executive Summary (Review and Upload)

## SCHOOL BUDGET SIGNATURE PAGE

- Upload Signed Budget

## HIGH QUALITY INSTRUCTION

- Early Warning Indicators
- School Report Card
- Areas of Focus (Formerly Goals, Strategies and Activities)
- FLDOE SIP (State Identified Schools)
- Title 1 Addendum\*
- K-12 Comprehensive Reading Plan\*

## SAFE AND SUPPORTIVE ENVIRONMENT

- Professional Learning Communities (PLCs)
- CPS Team Meeting Schedule
- MTSS Plan\*
- Life Skills and Wellness (LSW) Plan\*
- School-wide Positive Behavior Plan\*
- Attendance Plan\*
- School Counseling Plan\*
- Equity Plan\*
- Best Practices In Inclusive Education (BPIE) Plan\*

## EFFECTIVE COMMUNICATION

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

## SIP REQUIREMENTS

- The BCPS SIP must be completed by all schools.
- \*Department Plans must be uploaded as PDFs in the SIP. Feedback will be provided.
- The BCPS & FLDOE (if applicable) SIPs are required to be presented at the first SAC meeting following elections.
- The SIP should be monitored and discussed regularly at SAC meetings.



# 2023-2024 BCPS SIP Closeout

**BCPS SIP – Goals, Strategies and Activities Closeout:**  
**ONLY** schools that completed goals in the 2023-2024 BCPS SIP.



Closeout Steps	
Step 1	Log in to BCPS Central.
Step 2	Select the <b>2023-2024 school year</b> from the drop-down menu.
Step 3	In the "Goals, Strategies & Activities" section of the SIP, complete the <b>"Results"</b> section for all goals that are listed.

*\*If you are a new SAC Chair, please see your administrator for access to BCPS Central.*



# School Information

**\*School Information is updated every year.**

Select School Year:  
2024 - 2025

[Print School Improvement Plan](#)

☆ School Info

School Name	Prepopulated	Zaragoza School for Advanced Learning (TEST) (9997)	Prepopulated	School Grade (2023 - 2024)	A
Title 1 School	Prepopulated	No	Automatically updated	School Improvement (SI)	No
School of Excellence	Prepopulated	No	Automatically updated	ESSA School	No
RAISE Reading Achievement Initiative for Scholastic Excellence	Automatically updated	No			
Executive Summary	Uploaded by school	<a href="#">Upload Executive Summary</a>			

**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.



# FLDOE SCHOOL DESIGNATIONS

## Additional Targeted Support and Improvement (ATSI)

- One or more subgroups with a Federal Index (FI) below 41%

## Targeted Support and Improvement (TSI)

- At least one consistently underperforming subgroup with an FI below 32% for 3 consecutive years

## Comprehensive Support and Improvement (CSI)

Identified in any of the following 4 ways:

- Overall FI below 41%
- Graduation rate at or below 67%
- School grade of D or F
- FI below 41% in the same subgroup(s) for 6 consecutive years

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

K-5 schools :


- In K-2, 50% or more of students are not on track to pass the statewide standardized grade 3 assessment for any grade level.
- In 3-5, 50% or more students scored below level 3 on the statewide ELA assessment.



# Cognia Executive Summary 2024-2025

All schools are required to review and update the Cognia Executive Summary at the beginning of each school year.





**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)

- ✓ Download and review the 2023-2024 Executive Summary
- ✓ If revisions are necessary:
  - Download the blank template at <https://www.browardschools.com/Page/37659>.
  - Update and answer all sections indicated in red.
  - Save the Executive Summary as a PDF.
  - Upload the final Executive Summary by **September 20, 2024.**



# School Budget Signature Page

Due  
September  
20th

★ School Budget Signature Page

School Budget Signature Page

📎 School Budget Signature Page ← **Upload Here**

File Name	File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date
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- 2024-2025 Budget meetings were held at the end of the 2023-2024 school year.
- Budget must be signed by the Director, Principal, SAC Chair and SAF Chair.
- Upload the School Budget Signature Page in the BCPS SIP.



# SIP Responses



Early Warning Indicators – Answer the prompt:

☆ High Quality Instruction

## Early Warning Indicators

✎ Early Warning Indicators

Using the data below, describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

☆ Safe and Supportive Environment

PLC Schedule - Complete:

## Professional Learning Communities (PLC)

✎ PLC Meeting Schedule

No Meeting Schedule

CPS Team Meeting Schedule - Complete:

## Multi-Tiered System of Supports (MTSS) Plan

✎ CPS Team Meeting Schedule   ✎ MTSS Plan   📄 Upload MTSS Plan Templates

No files have been uploaded.

CPS Team Meeting Schedule ←

No Meeting Schedule



# Cognia eProve 2024 Survey Results



## Cognia Site

Surveys 53 surveys Filter by All All

Name	Owner	Respondents	Created	Status
★ <b>BCPS PARENT CUSTOMER SURVEY 2024 (English, Spanish, Portuguese and Haitian Creole)</b> <i>BCPS PARENT CUSTOMER SURVEY 2024 (English, Spanish, Portuguese and Haitian Creole)</i>	Donnett Morgan <i>Broward County Public Schools</i>	7087	Jan 30 2024	Open
★ <b>BCPS SCHOOL STAFF CUSTOMER SURVEY 2024</b> <i>BCPS SCHOOL STAFF CUSTOMER SURVEY 2024</i>	Donnett Morgan <i>Broward County Public Schools</i>	4724	Jan 30 2024	Open
★ <b>BCPS STUDENT (Grades 6-12) CUSTOMER SURVEY 2024</b> <i>BCPS STUDENT (Grades 6-12) CUSTOMER SURVEY 2024</i>	Donnett Morgan <i>Broward County Public Schools</i>	13967	Jan 30 2024	Open
★ <b>BCPS STUDENT (Grades 3-5) CUSTOMER SURVEY 2024</b> <i>BCPS STUDENT (Grades 3-5) CUSTOMER SURVEY 2024</i>	Donnett Morgan <i>Broward County Public Schools</i>	9846	Jan 30 2024	Open

## BCPS SIP – Effective Communication Section

### Cognia eProve Survey Results

   **Upload Here**

- Download results ★
  - See *2023-2024 SIP-Bites Customer Survey Responses* (pgs. 3-6) for download instructions at <https://www.browardschools.com/Page/70304>

- Upload the 2024 survey results (staff, parents and students) in the BCPS SIP.







# BCPS 2024-2025 District Department Plans



# District Department Plans Support Contacts

## 2024-2025 DISTRICT DEPARTMENT PLANS SUPPORT CONTACTS

The following contacts are available to assist with the District Department Plans in the BCPS School Improvement Plan in BCPS Central:

### Annual School Counseling Plan (ASCP)

@ 754-321-1675

- Christine M. Ross (ES)
- Siobahn Murphy (MS)
- Darren Schultz (HS)
- Danny Tritto, K-12 Specialist

### K-12 Comprehensive Reading Plan

@ 754-321-1800

- Melissa Miller and Diane Raude (Elementary)
- Marie Garrido (Secondary)

### Attendance Plan

- Ascellia Arenas @ 754-321-1623

### Life Skills and Wellness (LSW) Plan

@ 754-321-1678

- Belinda Daise
- Celeste McGill-Franklin

### Best Practices for Inclusive Education (BPIE) Plan

- Sabrina Sheib @ 754-321-3435
- Avrilios Moumoutjis @ 754-321-3460

### Multi-Tiered System of Supports (MTSS) Plan – Elementary Learning Department

- [bcpsmtss@browardschools.com](mailto:bcpsmtss@browardschools.com)

### Equity Plan

- Kylie Summers @ 754-321-1600

### Schoolwide Positive Behavior Plan (SPBP)

- Amber Jennings @ 754-321-1706

### Family and Community Engagement Plan (FACE)

- Sophie Cariveau @ 754-321-6738

### Title 1 Addendum Plan

- Adriana Karam @ 754-321-1400



# Annual School Counseling Plan (ASCP)

## DISTRICT CONTACT:

Darren Schultz, High School Specialist  
Siobhan Murphy, Middle School Specialist  
Christine Ross, Elementary  
School Counseling, 754-321-1675



# Delivery of School Counseling Services

- **Policy 4000:** 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.

ACTIVITY	DOMINANT STANDARDS	DELIVERY METHOD	LEVEL	DESCRIPTION
Individual Student Assessment	2012-2013 National School Counseling Standards (NSCS) Standard 1: Assessment and Evaluation	Individual	6-8	Provide and monitor student self-reflection opportunities
Group Counseling	2012-2013 National School Counseling Standards (NSCS) Standard 2: Guidance and Support for the Individual	Classroom	6-8	Small group discussions on self-awareness
Classroom Lessons	2012-2013 National School Counseling Standards (NSCS) Standard 3: Developmentally Appropriate Programs and Services	Classroom	6-8	Presentations about self to students on awareness
Individual Student Assessment	2012-2013 National School Counseling Standards (NSCS) Standard 1: Assessment and Evaluation	Large Group	6-8	Multi-level activities to learn and give feedback
Group Counseling	2012-2013 National School Counseling Standards (NSCS) Standard 2: Guidance and Support for the Individual	Individual	6-8	Engage and assess with the individual student
Classroom Lessons	2012-2013 National School Counseling Standards (NSCS) Standard 3: Developmentally Appropriate Programs and Services	Large Group	6-8	Engaging activities for the 6th and 8th graders
Individual Student Assessment	2012-2013 National School Counseling Standards (NSCS) Standard 1: Assessment and Evaluation	Small Group	6-8	Engaging activities with parents and students
Group Counseling	2012-2013 National School Counseling Standards (NSCS) Standard 2: Guidance and Support for the Individual	Large Group	6-8	Workshop activities for guidance department
Classroom Lessons	2012-2013 National School Counseling Standards (NSCS) Standard 3: Developmentally Appropriate Programs and Services	Small Group	6-8	Conducting ongoing conflict resolution with students
Individual Student Assessment	2012-2013 National School Counseling Standards (NSCS) Standard 1: Assessment and Evaluation	Individual	6-8	Conduct ongoing monitoring, self-assessment, and self-reflection
Group Counseling	2012-2013 National School Counseling Standards (NSCS) Standard 2: Guidance and Support for the Individual	Large Group	6-8	Use feedback to monitor ongoing progress
Classroom Lessons	2012-2013 National School Counseling Standards (NSCS) Standard 3: Developmentally Appropriate Programs and Services	Large Group	6-8	Initiating new activities for the school
Individual Student Assessment	2012-2013 National School Counseling Standards (NSCS) Standard 1: Assessment and Evaluation	Large Group	6-8	Presentations about self to students

## 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



# Attendance Plan 2024-2025

District Contact:

Ascellia Arenas, Coordinator

Student Services: [754-321-1623](tel:754-321-1623)



# SIP Attendance Plan for 2024/25

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



## 2022-2027 Strategic Plan

Accountability-The Superintendent may not allow the District to operate without an accountability system for policy implementation that includes expectations, evaluation, transparency, and continuous improvement.

### Important things to know before **deadline Friday, September 20, 2024:**

- a) Data will be provided by the District AFTER the completion of the school year. We expect the data to be ready by July 1 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 the completion of this plan by **August 5, 2024**. Until then, staff are encouraged to complete other plans that are not dependent on this attendance data.



# Attendance Plan: Steps to Completion and Approval

## Directions:

### SIP ATTENDANCE PLAN

Each school's SIP Attendance Plan will be submitted by a staff member identified by the principal or their designee.

The dashboard found in the 23-24 Mandatory Attendance Courses, in LAB, has pages that you can view by selecting the name of the page at the bottom of the dashboard.

You must be logged in with your Single Sign-on to view the dashboard below.  
Need Help? [Look here.](#)



Next, select your School and access all the attendance data needed for you to complete the SIP plan.

The dashboard contains multiple categories that you can continue to reference throughout the school year.

**Attendance Categories:** All schools, Regions, and school levels from 2016/17 through 2022/23. Displays the number and percent of students in each attendance category based on your selections.

**Attendance Correlations:** Using prior year data, adjust the sliders to attendance benchmark numbers (50% excused absences, 65% regular attenders, 15% chronic absenteeism). See how overall school letter grades look as you change the sliders. The most recent year with school letter grades was 2022/23.

**SIP Goals:** 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. The approved plan must be submitted as a PDF, please see the form in the appendix. Additional directions will be uploaded to BCPs CENTRAL.



### 2023/24 Attendance Plan School Improvement Plan (SIP)

SCHOOL NAME (\*\*\*\*) **Enter 4-digit school number, then delete this red text**

This Attendance Plan takes a team approach to ensuring that students have a welcoming and supportive educational environment. The plan identifies school-based team members, SMART Goals, foundational supports, and 2 tiers of interventions and support to help promote and improve student attendance.

Tiered strategies and interventions include those 6 core ingredients:

- Monitor Data
- Engage Students and Families
- Recognize Good and Improved Attendance
- Provide Personalized Outreach
- Remove Barriers

Attendance Team	
Student	Votes by student
Parent	Votes by student
Position	Name
1 Teacher	Votes by student
2 Principal	
3 Assistant Principal	
4 Attendance Clerk	
5 School Counselor(s)	
6 ESE Specialist	
7 School Nurse	
8 School Social Worker(s)	
9 Other (Optional)	

Attendance Goals	
<b>Goal 1: Excused Absence Rate</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.
<b>Goal 2: Students with Attendance Above 90%</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.
<b>Goal 3: Total Chronic Absenteeism</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.
<b>Goal 4: Severe Chronic Absenteeism</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Use the data from SY 2022-2023. Change font color from red (as shown here) to black.

★ Upload File to: Attendance Plan

**File Naming Convention:**

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

Select File  No file chosen





# Completing The 2024/25 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 2024/25 Attendance Plan Worksheet

Attendance Goals	
<b>Goal 1: Excused Absence Rate</b>	Copy & paste the goal here (from the dashboard in the Mandatory Attendance Training available <b>August 5, 2024</b> ).
<b>Goal 2: Students with Attendance Above 90%</b>	Copy & paste goal here (from the dashboard in the Mandatory Attendance Training 23-24). Change font color to black.
<b>Goal 3: Total Chronic Absenteeism</b>	Copy & paste the goal here (from the dashboard in the Mandatory Attendance Training ).
<b>Goal 4: Severe Chronic Absenteeism</b>	Copy & paste the goal here (from the dashboard in the Mandatory Attendance Training ).



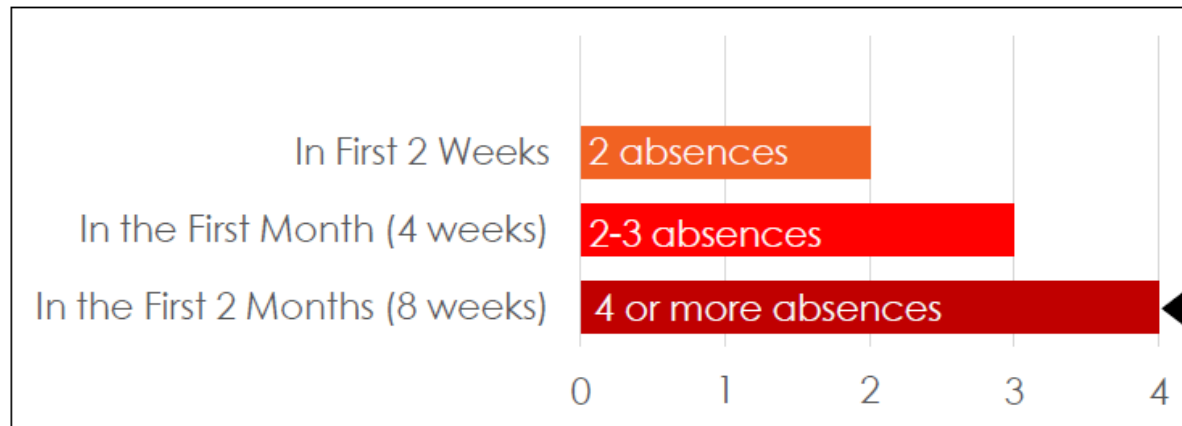
# Addressing Chronic Absenteeism to Improve Student Outcomes

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

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

## Identifying students to provide successful early interventions:

- ✓ Chronic absence from prior years
- ✓ Starting from the beginning of the school year, use the table below:



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



# **The School-Wide Equity and Prevention Plan 2024-2025**

**District Contact:  
Tom Albano, Coordinator  
P: 754-321-1600  
E: [DiversityTeam@browardschools.com](mailto:DiversityTeam@browardschools.com)**



# The School-Wide Equity and Prevention Plan

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**The Equity & Prevention Liaison (EPL) is required by SBBC 5900.**

**The EPL is responsible for a series of deliverables, one of which is the School-Wide Equity and Prevention Plan.**

**The School-Wide Equity and Prevention Plan is designed to help schools, “ensure equitable opportunities and resources to meet the needs of all students.”**



# Comprehensive School-Wide Audit

**Led by the EPL**

**Completed  
Collaboratively**

**Audit Items:  
Diversity,  
Engagement,  
and Prevention**

**Non-Punitive,  
Encourages  
Reflection and  
Discussion**



# Goals and Action Plan

**Informed by the audit, based on relevant data**

## **Three (3) SMART Goals**

- **Student Learning and Achievement**
- **Student Behavior and Discipline**
- **Student Engagement**

## **Action Steps**

## **Evaluation Methods**



# Family and Community Engagement (FACE) Plan 2024-2025

## District Contact:

Sophie Cariveau, Instructional Facilitator  
Division of Family and Community Engagement

[sophie.cariveau@browardschools.com](mailto:sophie.cariveau@browardschools.com)

Phone: (754) 321-6738



# FACE SIP Plan – Required Documents

In BCPS Central, please upload the following documents:

- **FACE Plan Template** (complete columns #5 and #7)
- **Customer Service Activity** (Scenario #1 + Scenario #2)
- **Programs and Services Checklist** + FACE Team + FACE Space
- **Cultural Awareness:** How do you incorporate the values and traditions of the diverse community in your school's culture?
- **Catch Them Being Great** (For Staff)
- **Resiliency Artifact** (Evidence)





# FACE SIP Plan – Evaluation (Rubric)

		Strategy 1 CS	Strategy 2 SF	Strategy 3 CA	Strategy 4 CTBG	Strategy 5 Resiliency
0	Not submitted/ submitted with no data					
1	Submitted – 25- 50% complete					
2	Submitted – 50- 75% complete					
3	Submitted – 75- 99% complete					
4	Submitted – 100% complete					
5	Submitted – 100% complete with Innovative Activities*					



# FACE Plan Template: 5 Strategies

**Task:** Complete the FACE Plan Template.

**FACE PLAN 2023/2024**

School: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Phone/Email: \_\_\_\_\_

**Engagement Goal:** The environment or culture in which engaging programs take place must consider and plan for: families to feel welcomed, valued and respected by program staff, two-way communication and relationship building with families are adapted to meet changing family and community circumstances, opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

Strategy [Specific action, including cultural proficiency connections as appropriate]	BCPS 2027 Strategic Plan Alignment	Completion Date	What needs to be done for the action?	Who is responsible?	What is objective?	How will we measure our progress?	Identify artifacts to be uploaded.
Review Customer Service expectations with staff.	Guardrail: Equity	Within the first 30 days	Review the draft customer service standards survey with staff. Print and complete Customer Service sheet during staff meeting.		Provide exceptional customer service to families and community stakeholders.		Upload Customer Service activity.
Coordinate opportunities for organizations to provide relevant support to families and communities, and/or fill capacity gaps at the District.	Guardrail: Equity	Upload documents by the fifth week of each quarter	Convene a FACE Resource Team comprised of one representative from administration, instructional, paraprofessional, cafeteria, custodial, after school program, social worker, and school counseling. Meet once each quarter to identify needs of community; discuss available school/ community resources and services for families that will minimize barriers - food, shelter, illnesses, hardship assistance, job referral agencies, etc. Update FACE SPACE with relevant information based on identified needs.		Provide ongoing updated relevant resources to families and the community.		Photos of updated FACE space; Upload completed Programs and Services sheet; Upload FACE Resource team members.

**FACE PLAN 2023/2024**

Recognize the cultural uniqueness of families served in the school/community.	Guardrail: Equity	Between the 5th and 6th week of school	Print and complete Cultural Awareness sheet.		Streamline and focus communications and engagement activities to those which are culturally relevant across varying audiences.		Upload completed Cultural Awareness sheet.
Continue the "Catch Them Being Great" program recognizing individuals supporting a positive environment/culture in your school.	Guardrail: Equity	Monthly	During a staff meeting, highlight a faculty and/or staff who have been "Caught Being Great". Have the individual(s) complete the form and share with peers the specific steps or actions taken to achieve the accolade/recognition. Ex... Mr. Smith really knows how to make families feel welcome. Steps/actions Mr. Smith exhibits to help families feel welcome. <ul style="list-style-type: none"> <li>• Warm genuine smile</li> <li>• Greets parents by name</li> <li>• Gives his fullest attention</li> <li>• Has open body language</li> <li>• Consistent communication about student's progress</li> </ul>		Provide incentives to maintain a positive school environment.		Upload the completed Catch Them Being Great form and a list of staff who were "Caught Being Great".
Support resiliency in families.	Guardrail: Equity	1st Semester	Share resiliency resources with families.		Provide education and support on resiliency to families.		Upload copy of sign-in sheets or information on how resiliency resources were shared with families.

Page 2 of 2



# Strategy #1: Customer Service

Review customer service expectations with staff.

**Task:** Complete *Customer Service* handout



FAMILY AND COMMUNITY ENGAGEMENT PLAN  
2023/2024

## Customer Service

**Directions:** After reviewing the draft customer service standards, consider two scenarios: one providing exceptional interaction and one that should be improved. Identify the scenario that demonstrates exceptional customer service. Elaborate on the positive features of the interaction. Identify an interaction that could have been handled differently. Elaborate on the scenario needing improvement and identify actions to improve the level of customer service in the future.

**Scenario One:**

Exceptional  
Interaction

**Identify positive features of this interaction:**

**Scenario Two:**

Identify an interaction that  
could have been handled  
differently.

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

**Comments:**



# Strategy #2: FACE Team/ Programs and Services handout/FACE Space

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

**Task:** Complete *Programs and Services* handout



**Programs and Services Checklist:** This checklist helps take inventory of the programs and services in the community that will benefit students and families. The objective is to provide updated relevant resources to families. Each quarter identify the top three needs of the community and update FACE space with internal (district or school-based) and external resources.

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



**Programs and Services Checklist:** This checklist helps take inventory of the programs and services in the community that will benefit students and families. The objective is to provide updated relevant resources to families. Each quarter identify the top three needs of the community and update FACE space with internal (district or school-based) and external resources.

Programs and Services	Assigned to (school staff):	Organization or District Department:	Program Administrator / Contact:
Substance Abuse and/or Violence Prevention			
Family Life/Personal Skills/ Teen Parenting Programs			
Financial Literacy			
Health Care (including Mental Health and Dental Services)			
Job Training			
Social Services			



# Strategy #3: Cultural Awareness

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

**Task:** Complete *Cultural Awareness* handout

**FAMILY AND COMMUNITY ENGAGEMENT PLAN**  
2023/2024

**Cultural Awareness**

Broward Schools serves students and families from various countries and cultures. Identify school practices that demonstrate how the values and traditions of the diverse community are 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.)

**Culture:**

\_\_\_\_\_

**How is the school acknowledging this culture?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Comments:**

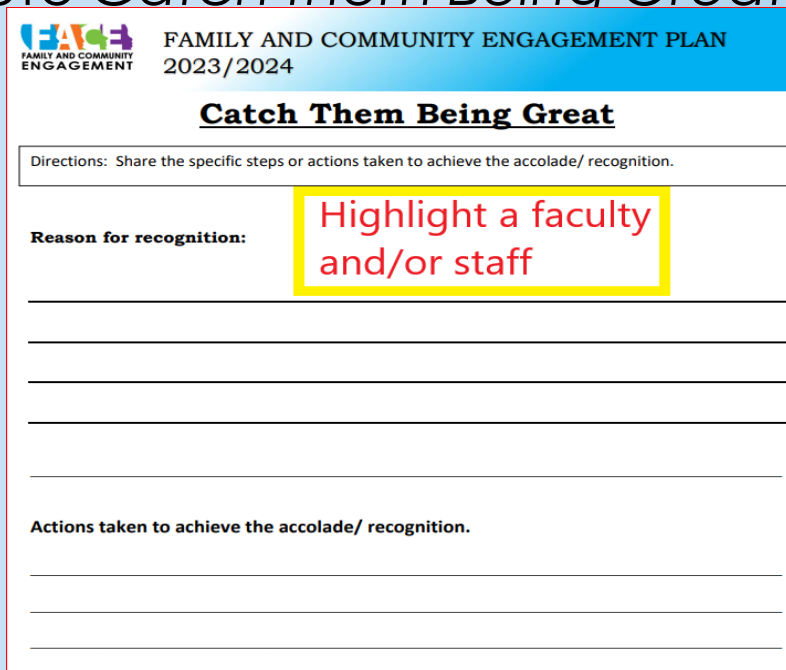
\_\_\_\_\_



# Strategy #4: “Catch Them Being Great” (for Staff)

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

**Task:** Complete *Catch them Being Great* handout.



The handout form is titled "FAMILY AND COMMUNITY ENGAGEMENT PLAN 2023/2024" and "Catch Them Being Great". It includes a "Reason for recognition" section with a highlighted instruction "Highlight a faculty and/or staff" and an "Actions taken to achieve the accolade/ recognition." section.

**FAMILY AND COMMUNITY ENGAGEMENT PLAN**  
2023/2024

**Catch Them Being Great**

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

**Reason for recognition:** Highlight a faculty and/or staff

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Actions taken to achieve the accolade/ recognition.**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_



# Strategy #5: Resiliency Resources for Families

## Support Resiliency in Families

### Task: Resiliency Artifact (Evidence)



**FAMILY AND COMMUNITY ENGAGEMENT**

### Resiliency Resources for Families

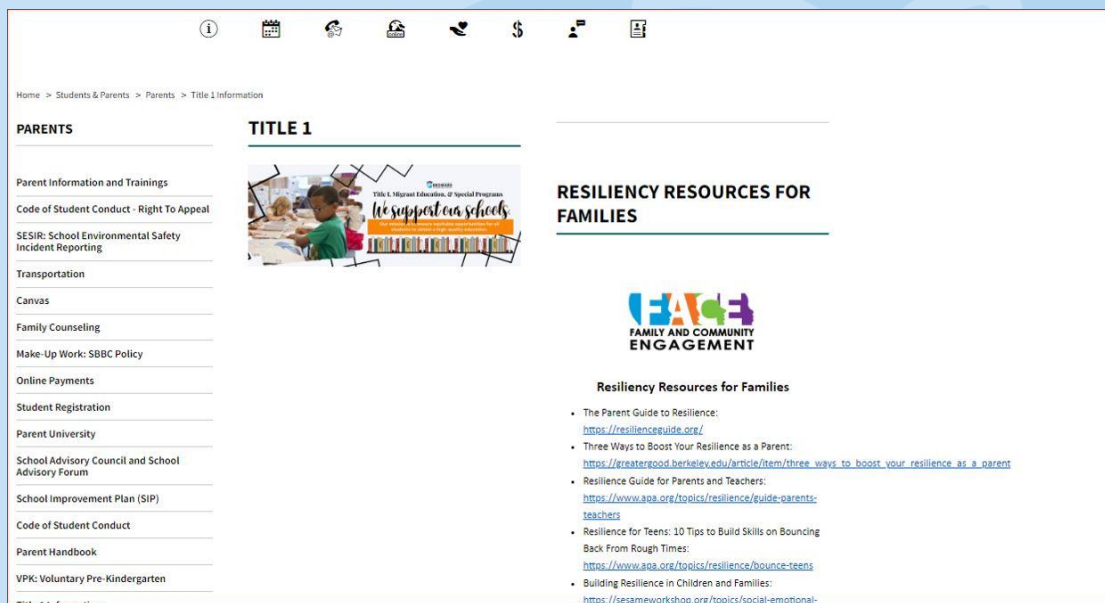
The Parent Guide to Resilience: <https://resilienceguide.org/>

Three Ways to Boost Your Resilience as a Parent:  
[https://greatergood.berkeley.edu/article/item/three\\_ways\\_to\\_boost\\_your\\_resilience\\_as\\_a\\_parent](https://greatergood.berkeley.edu/article/item/three_ways_to_boost_your_resilience_as_a_parent)

Resilience Guide for Parents and Teachers: <https://www.apa.org/topics/resilience/guide-parents-teachers>

Resilience for Teens: 10 Tips to Build Skills on Bouncing Back From Rough Times:  
<https://www.apa.org/topics/resilience/bounce-teens>

Building Resilience in Children and Families: <https://sesameworkshop.org/topics/social-emotional-skills/resilience/>




Home > Students & Parents > Parents > Title 1 Information


### PARENTS

- Parent Information and Trainings
- Code of Student Conduct - Right To Appeal
- SESIR: School Environmental Safety Incident Reporting
- Transportation
- Canvas
- Family Counseling
- Make-Up Work: SBBC Policy
- Online Payments
- Student Registration
- Parent University
- School Advisory Council and School Advisory Forum
- School Improvement Plan (SIP)
- Code of Student Conduct
- Parent Handbook
- VPK: Voluntary Pre-Kindergarten

### TITLE 1



### RESILIENCY RESOURCES FOR FAMILIES



#### Resiliency Resources for Families

- The Parent Guide to Resilience: <https://resilienceguide.org/>
- Three Ways to Boost Your Resilience as a Parent: [https://greatergood.berkeley.edu/article/item/three\\_ways\\_to\\_boost\\_your\\_resilience\\_as\\_a\\_parent](https://greatergood.berkeley.edu/article/item/three_ways_to_boost_your_resilience_as_a_parent)
- Resilience Guide for Parents and Teachers: <https://www.apa.org/topics/resilience/guide-parents-teachers>
- Resilience for Teens: 10 Tips to Build Skills on Bouncing Back From Rough Times: <https://www.apa.org/topics/resilience/bounce-teens>
- Building Resilience in Children and Families: <https://sesameworkshop.org/topics/social-emotional-skills/resilience/>

More information can be found at [School Counseling / Life Skills and Wellness \(browardschools.com\)](https://www.browardschools.com)



## FACE SIP Plan Supporting Documents & Completion Dates

<u>Documents</u>	<u>Completion Dates</u>
Complete and upload FACE Plan Template	August 30, 2024
<b>Strategy #1:</b> Complete and upload "Customer Service Activity"	September 13, 2024
<b>Strategy #2:</b> Complete and Upload FACE Space photo, Programs and Services Checklist, FACE Resource Team Members	Must be completed by April 30, 2025
<b>Strategy #3:</b> Complete and upload "Cultural Awareness" Activities	September 20, 2024
<b>Strategy #4:</b> Complete and upload "Catch Them Being Great" strategies (for Staff only)	Monthly
<b>Strategy #5:</b> Upload Resiliency Artifacts (How do you share information about Resiliency with Families?)	December 20, 2024





# FACE SIP Plan – Best Practices

## Best Practices:

- **Documents:** <https://tinyurl.com/FACESIPDocs> (go to files)
- **Contact information** on the FACE Plan Template (Full name, email, phone number)
- Follow the **FACE Plan Template** for the supporting documents
- **Resiliency Artifact:** screenshot/sharing resources with families
- **CTBG:** intended for staff (not student)
- **PDF** documents only
- **Need help?** [sophie.cariveau@browardschools.com](mailto:sophie.cariveau@browardschools.com)
- Phone: (754) 321 - 6738





## Broward County's K-12 Comprehensive Evidence-Based Reading Plan For 2024-2025



Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\)](#), [Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

### 1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Fabian Cone	Fabian.cone@browardschools.com	754-321-1898
2 <sup>nd</sup> Contact for Elementary CERP	Melissa Miller	Melissa.miller5@browardschools.com	754-321-1898
2 <sup>nd</sup> Contact for Secondary CERP	Marie Garrido	Marie.garrido@browardschools.com	754-321-2123
Assessment	Richard Baum	richard.baum@browardschools.com	754-321-2510
Data Element	Tina Skipper	tina.skipper@browardschools.com	754-321-0329
Third Grade Promotion	Melissa Holtz	Melissa.holtz@browardschools.com	754-321-1852
MTSS- Elementary	Melissa Holtz	Melissa.holtz@browardschools.com	754-321-2124
MTSS- Secondary	Guy Barmoha	Guy.barmoha@browardschools.com	

### 2) District Expenditures

**Comprehensive System of Reading Instruction Expenditures** ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))  
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	\$15,651,758.	
Estimated proportional share distributed to district charters *Charter schools must utilize their proportionate share in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a., s. 1003.4201</a> and <a href="#">s. 1008.25(3)(a), Florida Statutes (F.S.)</a> . Note: All intensive reading interventions specified	\$2,882,012.	

# K-12 Comprehensive Evidence- Based Reading Plan (CERP)

## 2024-2025



# Steps to Complete K-12 CERP Portion of SIP

Steps to Complete the 2024-2025 K-12 Comprehensive Evidence-Based Reading Plan Requirements via SIP Hub	
The School's SIP liaison, in collaboration with the school's Principal, are to follow these steps to review the 2024-2025 K-12 CERP Assurances and ensure its implementation with fidelity.	
Step 1	School's SIP liaison/designee communicates the annual K-12 CERP review requirement with the school principal.
Step 2	The school principal schedules a virtual or in-person meeting with the School's Literacy Leadership Team <b>prior to Friday, September 29, 2024</b> , to review and evaluate implementation of the 2024-2025 K-12 CERP. <b>Please Note:</b> A meeting agenda outlining this review and accompanying sign-in sheet for this meeting is required, as it will need to be uploaded in Step 5.
Step 3	During the scheduled meeting, the School Principal provides a print/electronic copy of the 2024-2025 K-12 CERP or Applying SoR at BCPS: Parts 1, 2, & 3 with Literacy Leadership Team to review all the sections of the plan focusing on the ones listed below. <ul style="list-style-type: none"> <li>• Section 3: School Literacy Leadership Teams</li> <li>• Section 4: Literacy Coaching</li> <li>• Section 5: Standards, Curriculum, Instruction &amp; Intervention</li> <li>• Section 6: Professional Learning</li> <li>• Section 8: Family Engagement</li> </ul>
Step 4	The school's SIP Liaison and/or School Principal downloads the document titled <b>School Improvement Plan 2024-2025 for K-12 CERP LLT &amp; Assurances</b> and completes Part 1 and 2, saves it as a PDF and uploads to the SIP K-12 Reading Plan Hub.
Step 5	The school's SIP liaison/designee uploads a PDF copy of the <b>K-12 CERP meeting agenda and sign-in sheet</b> to the SIP K-12 Reading Plan Hub as evidence that the School's Literacy Leadership Team met to review and ensure implementation of the 2024-2025 K-12 Comprehensive Evidence-Based Reading Plan.



# K-12 COMPREHENSIVE EVIDENCE-BASED READING PLAN REQUIREMENTS 2024-2025

Steps  
1 & 2


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

The School Liaison/Designee will need to download the template and collaborate with School Principal to complete and upload the information sheet, the agenda from the meeting where the K-12 CERP was discussed and corresponding sign-in sheets.



# Complete and Upload the AND UPLOAD INTO THE BCPS 2024-2025 SIP K-12 COMPREHENSIVE READING PLAN HUB

Steps 3 & 4



**K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP)  
School Improvement Plan 2024-2025**


**School Literacy Leadership Team Contact Information**

**Part 1 Directions:** Section 3 of the K-12 CERP requires that schools maintain a Literacy Leadership Team. List all members of your School's Literacy Leadership Team. This should include administrators, literacy coaches, teacher leaders, ELL, and ESE staff.

Literacy Leadership Team Member	Title

**Part 2 Directions:** Review the K-12 CERP or "Applying SoR (Science of Reading) at BCPS: Parts 1, 2, & 3" with your Literacy Leadership Team. These are the guiding documents from the 2024-2025 K-12 CERP. Then, complete the chart below to indicate which member(s) of your team is the contact person for each of the plan's requirements listed on the chart below.

K-12 Comprehensive Evidence-Based Reading Plan – School Literacy Leadership Team			
Name of School			
Principal's Name			
Sections of the Plan Requirements	Contact Person	Title	E-mail
<b>Section 3- Literacy Leadership:</b> Conduct regularly scheduled instructional walkthroughs to ensure that effective instruction is being provided to all students and evidence-based practices and programs are being implemented with fidelity. <b>(Applying SoR at BCPS: Part 1)</b>			
<b>Section 3- Literacy Leadership:</b> Meet regularly to disaggregate data from screeners, progress monitoring, and diagnostic reading assessments to make informed decisions about how to maximize student growth in reading.			



<b>Section 3- Literacy Leadership:</b> Ensure Tier 3 interventions are provided in very small groups and are provided only by reading endorsed or certified teachers, <b>outside of the 90-minute reading block.</b>			
<b>Section 4- Literacy Coaching:</b> Implement the Just Read, FL Literacy Coaching Model Requirements referenced in 6A-6.053 and ensure Literacy Coach is reading endorsed or certified.			
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> Use "Applying SoR at BCPS: Part 2" guidance with students reading below grade level to identify reading component to address during Tier 2 or 3 intervention. <b>(Applying SoR at BCPS: Part 2)</b>			
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> Ensure students identified as Tier 2 or Tier 3 are scheduled into the appropriate intervention course. These students are reported to FDOE through Survey 2 (Oct) and Survey 3 (Feb).			
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> Reference K-12 CERP to use adopted evidence-based instructional, supplemental, and intervention programs <b>(Applying SoR at BCPS: Part 3)</b>			
<b>Section 5- Standards, Curriculum, Instruction &amp; Intervention:</b> Ensure that Tier 2 and Tier 3 students receive explicit, systematic, small group teacher-led instruction with ample opportunities for students to practice skills and receive feedback using approved resources.			
<b>Section 6- Professional Learning:</b> Provide and Monitor Professional Development and Professional Learning Communities relating to standards-aligned reading, writing, speaking, and listening instruction and interventions.			
<b>Section 8- Family Engagement:</b> Ensure that parents of <b>K-5 students</b> identified with substantial reading deficiencies are provided a read-at-home plan and encouraged to sign up for the <b>New World's Reading Initiative.</b>			

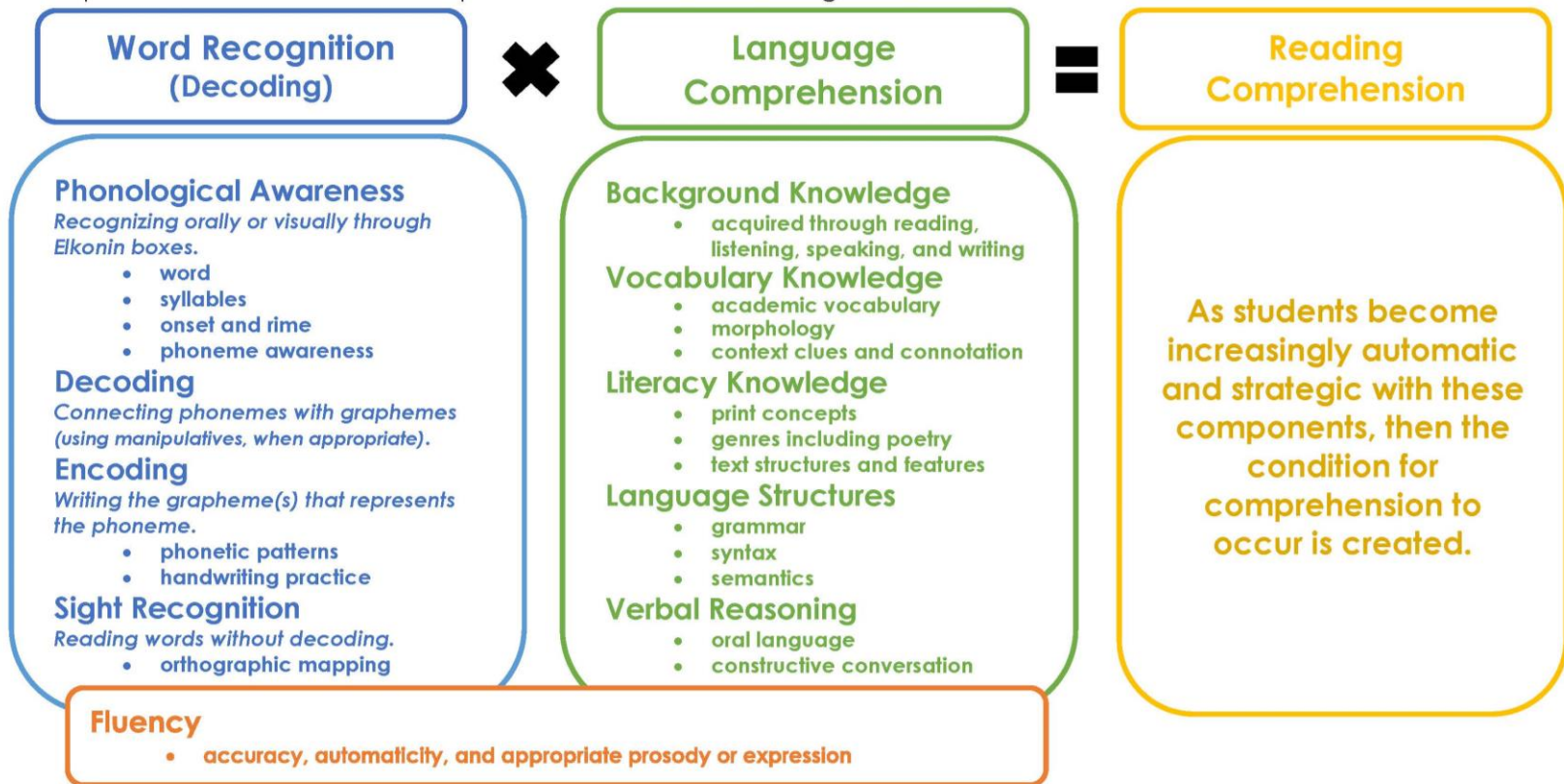




## Applying the Science of Reading in BCPS: Part 1

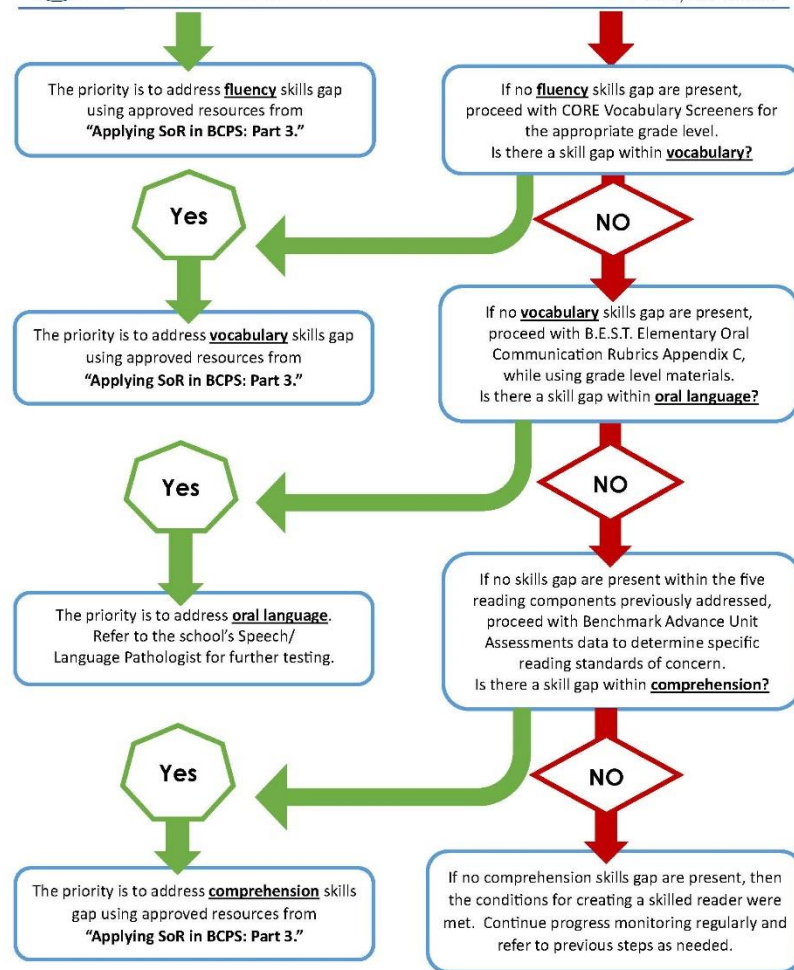
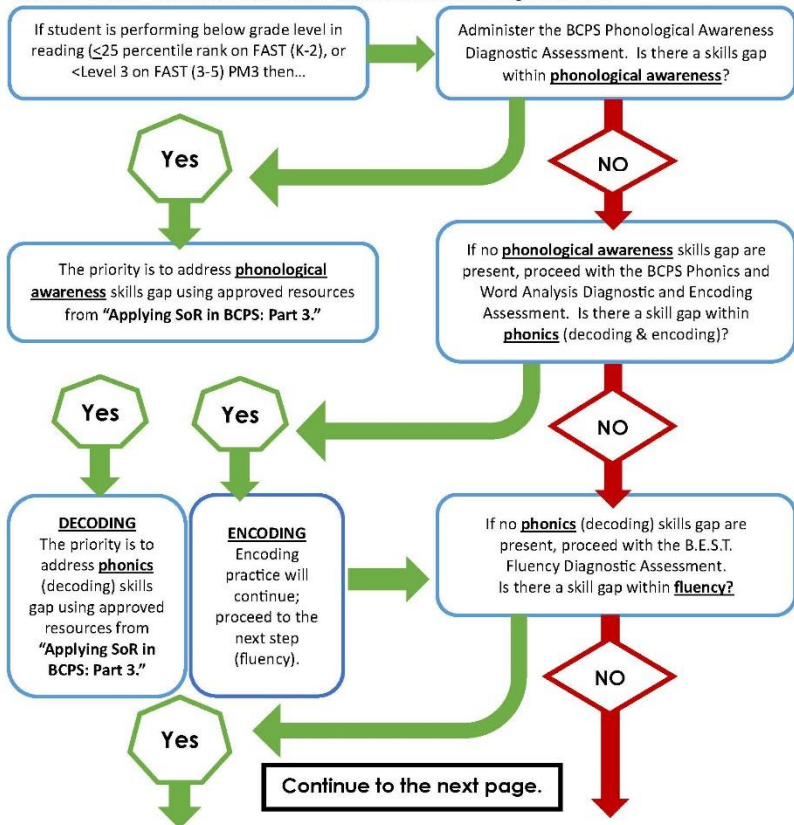
### K-12 Comprehensive Evidence-Based Reading Plan (CERP) Overview for 2024-2025

Reading instruction should be informed by evidence-based science of reading research. This body of work is captured below. Instruction should focus on the factors of word recognition and language comprehension so that the condition for reading comprehension can occur. All components are critical to creating a skilled reader.



### Applying the Science of Reading in BCPS: Part 2 K-12 CERP Elementary Decision Tree for 2024-2025

Skilled readers master all six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Before addressing comprehension, we must eliminate deficiencies in the other five components of reading. For students reading below grade level in grades K-5, use the chart below to determine an area for focused reading instruction.

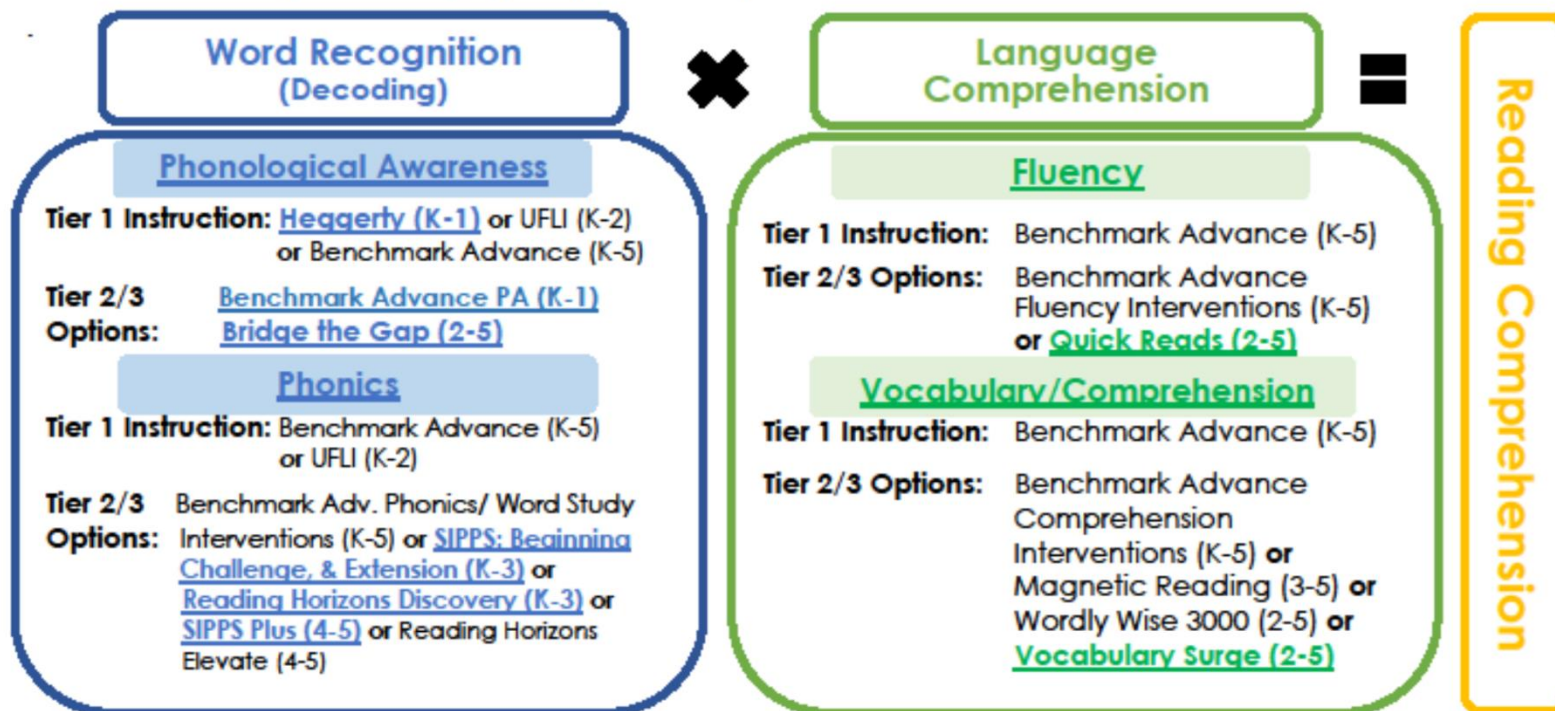




## Applying the Science of Reading at BCPS: Part 3

### K-12 Comprehensive Evidence-based Reading Plan (CERP) Resources for 2024-2025

Broward annually submits a K-12 Comprehensive Evidence-Based Reading Plan to the FLDOE. The programs, and practices listed on the approved plan help guide schools in the selection of district and state approved resources to address student needs. If a student has a foundational skill gap within the Word Recognition strand, there are many evidence-based options available on Broward's K-12 CERP (Comprehensive Evidence-Based Reading Plan). As a reminder, the Science of Reading clearly demonstrates that we must work to create the condition for comprehension to occur. Therefore, we do not directly remediate comprehension as an area of focus unless all other possible causes for reading deficiencies have been ruled out from the Word Recognition and Language Comprehension components.







Step 5

## PLEASE DON'T FORGET STEP 5!

- **SCHOOLS MUST UPLOAD AN AGENDA & SIGN-IN SHEET FROM THE MEETING WHERE THE COMPONENTS OF THE 24-25 K-12 CERP WAS REVIEWED BY THE LITERACY LEADERSHIP TEAM.**





# Resources to Consider when Developing K-5 ELA Goals for 24-25



**Broward County's K-12 Comprehensive Evidence-Based Reading Plan For 2024-2025**



Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department's [format](#) or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.



## SoR: Rules of Engagement for K-5 Explicit & Systematic Literacy Practices Aligned to the SoR

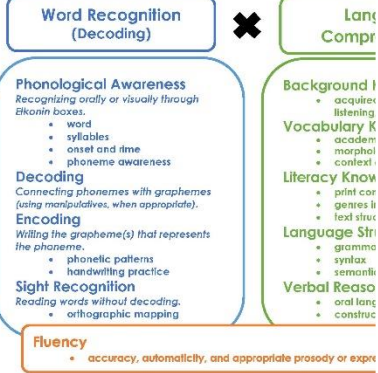
Six Components of Reading	DOs Practices that Align with SoR	DON'Ts Practices that do not Align with SoR
Oral Language	Student discourse is focused and observable. Teachers plan for collaborative conversations as part of every lesson.	Classroom is quiet. Discussions are unplanned or unintentional or engage one student at a time.
Phonological Awareness	There is a clear emphasis on phonemes in spoken language prior to phonics instruction. Whole group instruction is provided daily in K-1.	Letters are used as the starting point for decoding print. Reading is treated as a visual skill. There is confusion between PA and phonics.
Phonics	Explicit instruction is provided on letter/sound (grapheme/phoneme) connections in K-2 and word study in 3-5. Instruction is sequenced to increase in phonemic complexity. Students have opportunities for ample practice and applying learned phonics skills while reading and writing.	Students are copying text from the board (at any grade). Phonics is taught incidentally, not explicitly. Students in grades 3-5 rarely receive necessary instruction or practice in foundational skills and/or morphology.
Fluency	Teacher reads challenging & complex texts aloud to students daily that are on or above grade level. Rate is focused on after accuracy & prosody. There is a high degree of corrective feedback provided to students when errors are made.	Emphasis is placed on leveled or predictable texts that are not controlled for decoding difficulty. Students are directed to use pictures or guess when encountering unknown words.
Vocabulary	Words for direct academic instruction are selected using the chart on page 198 in the B.E.S.T. Standards for ELA. Explicit focus is placed on teaching cross content-area words that cannot be decoded. Students use new vocabulary when speaking and writing.	Many Tier 3 academic vocabulary words are taught each week. Students do not use new vocabulary while speaking or writing.
Comprehension	Students are observed completing the "Apply Understanding" following each explicit mini-lesson. Background knowledge, learning language structures, verbal reasoning, & literacy knowledge are intentionally taught using state-mandated Tier 1, core curriculum.	Using materials other than Benchmark Advance for Tier 1. Excessive reliance on test prep materials. All mini-lessons are presented at one time. "Applying Understanding" is not completed following each mini-lesson and small group/independent practice sessions.



Motivate, Engage, Inspire, Grow.  
Elementary Learning Department

### Applying the Science of K-12 Comprehensive Evidence-Based Reading Instruction

Reading instruction should be informed by evidence-based science. Instruction should focus on the factors of word recognition and comprehension can occur. All components are critical to create



Elementary Learning Department 5/31/24

### 1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Dr. Fabian Cone	Fabian.cone@browardschools.com	754-321-1898
2 <sup>nd</sup> Contact for Elementary CERP	Melissa Miller	Melissa.miller5@browardschools.com	754-321-1898
2 <sup>nd</sup> Contact for Secondary CERP	Marie Garrido	Marie.garrido@browardschools.com	754-321-2123
Assessment	Richard Baum	richard.baum@browardschools.com	754-321-2510
Data Element	Tina Skipper	tina.skipper@browardschools.com	754-321-0329
Third Grade Promotion	Melissa Holtz	Melissa.holtz@browardschools.com	754-321-1852
MTSS- Elementary	Melissa Holtz	Melissa.holtz@browardschools.com	754-321-1852
MTSS- Secondary	Guy Barmoha	Guy.barmoha@browardschools.com	754-321-2124

### 2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b, F.A.C.](#))  
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Anticipated Amount of District Base Funding for CERP	\$15,651,758.	
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with Section 1s.1002.33(2)(a)2 a., s. 1003.4201 and s. 1008.25(3)(a), Florida Statutes (F.S.). Note: All intensive reading interventions specified</i>	\$2,882,012.	



## DISTRICT CONTACTS:

### Elementary Learning:

**Melissa J. Miller**

[melissa.miller5@browardschools.com](mailto:melissa.miller5@browardschools.com)

### Secondary Learning:

**Marie Garrido**

[marie.garrido@browardchools.com](mailto:marie.garrido@browardchools.com)





2024-2025

# Life Skills and Wellness ACTION PLAN (LSW Action Plan)

## DISTRICT CONTACTS:

[Belinda.Daise@browardschools.com/](mailto:Belinda.Daise@browardschools.com) Belinda Daise

[CelesteMcgill-Franklin@browardschools.com/](mailto:CelesteMcgill-Franklin@browardschools.com) Celeste McGill-Franklin

School Counseling Department / Life Skills & Wellness

754-321-1675





Complete each Section of your LSW Action Plan

Area	<b>Step 1: Self-Evaluation Tool:</b> <b>(Check off the area that applies to your school)</b>	<b>Step 2: SMART Goal</b>
<b>LSW Team</b>  <input type="checkbox"/>	1. Our LSW team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	<p><b>Set short term (one-year) goal(s) for this area. Use these goals and your rubric scores to determine which areas to prioritize in your action plan. Your goal(s) should include the following components:</b></p> <p><b><u>Specific</u></b>- Does each goal clearly state what is to be accomplished?  <b><u>Measurable</u></b>- Does it set a standard that will allow the team to know whether or not the goal has been met?  <b><u>Attainable</u></b>- Does the goal seem reachable given where things are now?  <b><u>Relevant</u></b>- Is the goal aligned with other school improvement goals?  <b><u>Time-bound</u></b>- Has a timeframe been established for achieving the goal?</p>
	<input type="checkbox"/> 2. Our LSW team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	
	<input type="checkbox"/> 3. Our LSW team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide LSW initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	<p style="text-align: center;"><b>Step 3: Action Steps</b></p> <p><b>Create action steps for your SMART Goal based on your priorities.</b></p> <p><b>Step 4: Date SMART Goal Accomplished: _____</b></p>



## School Self-Evaluation

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

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

### Questions & Support

[Belinda.Daise@browardschools.com](mailto:Belinda.Daise@browardschools.com)/ **Belinda Daise**

[CelesteMcgill-Franklin@browardschools.com](mailto:CelesteMcgill-Franklin@browardschools.com)/ **Celeste McGill-Franklin**

**School Counseling Department / Life Skills and Wellness**

**754-321-1675**

Self  
Evaluation



# Delivery of Life Skills and Wellness Action Plan

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

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

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

## What is included in the LSW Action Plan?

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

Area		Self-Evaluation Tool: (Check off the area that applies to your school)	SMART Goal
LSW TEAM Members	LSW Liaison:		School Zone:
	Administrator:		Date Plan Completed:
	Other Team Members:		
LSW Team Relationship Skills	<input type="checkbox"/>	1. Our LSW team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	Action Steps
	<input type="checkbox"/>	2. Our LSW Team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	
	<input type="checkbox"/>	3. Our LSW Teams, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide LSW initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	Date SMART Goal Accomplished:

Contact:

[Belinda.Daise@browardschools.com](mailto:Belinda.Daise@browardschools.com)/ Belinda Daise  
[CelesteMcgill-Franklin@browardschools.com](mailto:CelesteMcgill-Franklin@browardschools.com)/ Celeste McGill-Franklin



# **Best Practices for Inclusive Education (BPIE) Plan 2024-2025**

District Contact:

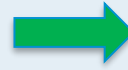
Avrilios Moumoutjis, 754-321-3460





# 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	
	<a href="#">BPIE-QuickGuide-School-Administrators-2024.pdf</a>
	<a href="#">BPIE-Implementation-24-25.docx</a>



**School Best Practices for Inclusive Education (BPIE) Annual Update for School Improvement Plan**  
To be implemented in SY 2024/2025

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

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

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

- Upload the current School BPIE Assessment conducted by your school team (the BPIE assessment is conducted EVERY THREE YEARS).
- Download the BPIE Annual Update for School Improvement Plan Template.
- Complete the contact information for your school.
- Refer to the School BPIE Assessment to view the Prioritized Indicators selected at the end of the document.
- Determine which of those prioritized indicators the school will focus on for the current school year.**
- Complete the table: the indicator #, activities/efforts planned and method to monitor progress towards improvement.
- 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: Dr. Avrillos Mousoutjis ESE Supervisor [Avrillos.mousoutjis@browardschools.com](mailto:Avrillos.mousoutjis@browardschools.com)

Updated 8.28.2028 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. Upload the *School BPIE Annual Plan for SIP* (**save as PDF**)

5. Upload the *School BPIE Self-Assessment* (most current assessment)

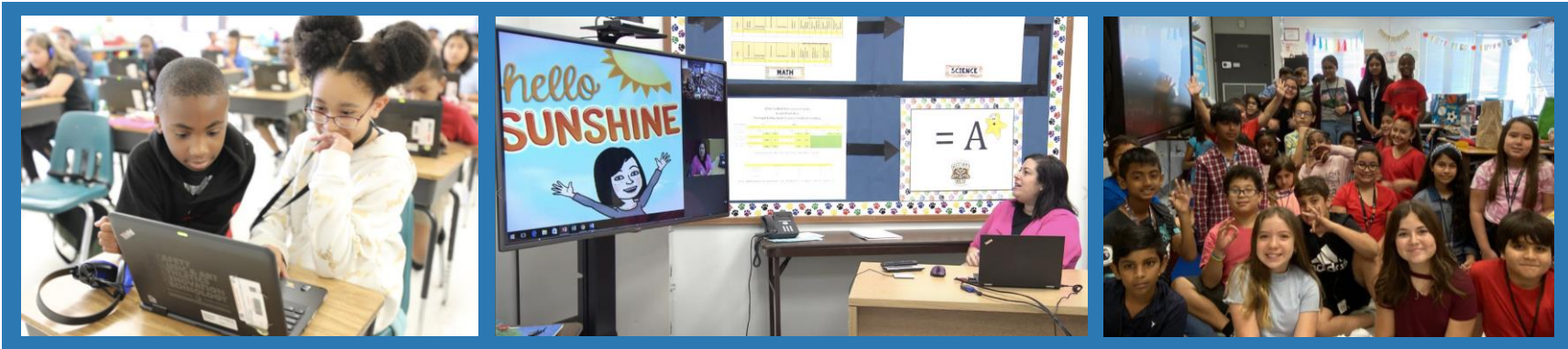
Not sure how to locate this document?

Contact FIN Administration at: [lsi-finadmin@fsu.edu](mailto:lsi-finadmin@fsu.edu)

Questions: Contact Avrilios Moumoutjis, ESE Curriculum Supervisor Pre-K, via outlook email [avrilios.moumoutjis@browardschools.com](mailto:avrilios.moumoutjis@browardschools.com) or by phone 754-321-3460

Yes,  
**2 documents**  
Every Year!!





Department of Equity, Diversity, and School Climate

# Positive Behavior Intervention & Supports

## Schoolwide Positive Behavior Plan Quarter 1 2024-25

# Peace love & PBIS

# Rationale

## Does every school have to have a SPBP?

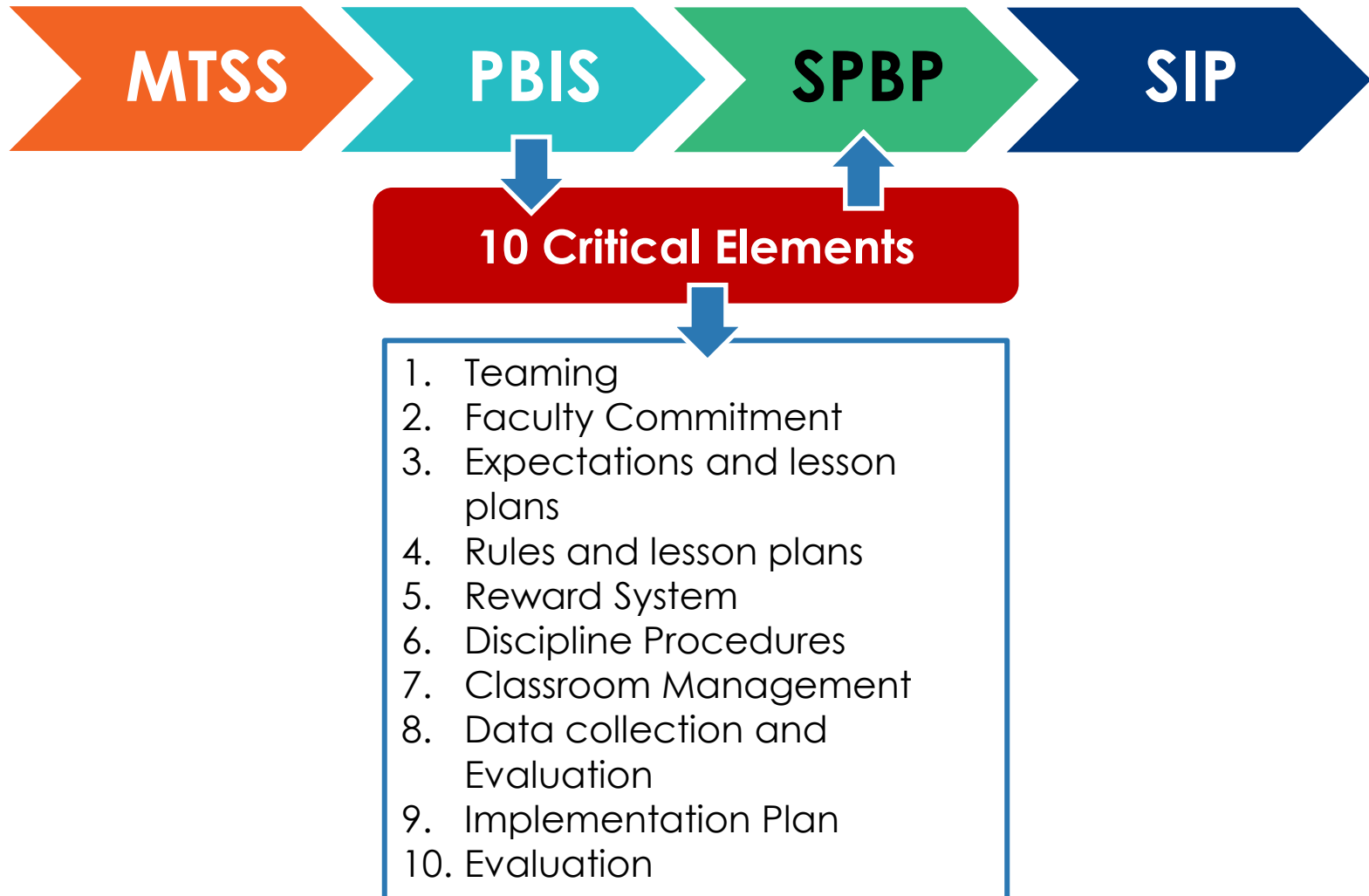
Yes, the Schoolwide Positive Behavior Plan (SPBP) is a part of the School Improvement Plan (SIP) and includes the BTU contracted discipline plan. Even if your school completes the state SIP they still need to complete the SPBP.

### Why?

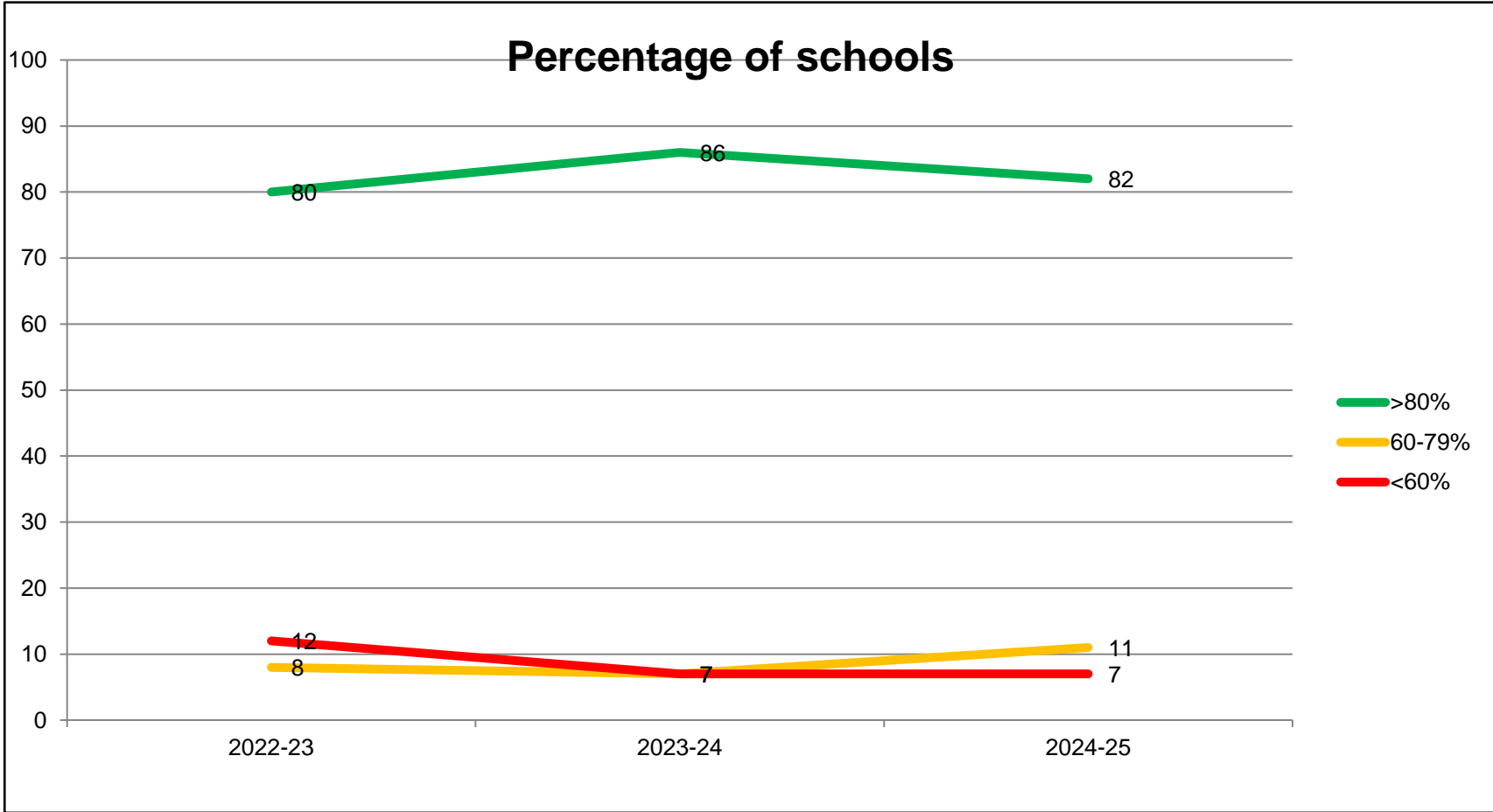
**The SPBP is the blueprint of your behavior curriculum.** It needs to be documented and monitored for you to be able to evaluate the success of your curriculum. All schools, regardless of level or type, must have an individualized implementation plan submitted on the District's template.



# Positive Behavior Interventions & Supports



# SPBP Historical Data



# SPBP Feedback

## Directions to view your SPBP feedback through BCPS Central

Click on the BCPS Central App through the Clever portal or go to <https://web01.browardschools.com/ospa/ospa-central2/login.asp>

- Log in using PIN number and Password  
*(user must have access to the plan from your Principal)*
- Click on “View”
- Scroll down
- Locate “School-wide Positive Behavior Plan”
- Click on School Improvement Plan on the left main menu
- Click on the file to view and download your school’s feedback form

Make sure you are in **2024-25** school year in upper right corner

**Schools who did not submit a 2024-25 SPBP or completed their plan on an incomplete template received a feedback score of 0%.**



# Establish a High Functioning Team

## Teams will:

- Meet quarterly at minimum (monthly is best practice)
- Check SPBP for meeting dates; set up first meeting if not held already
- Engage in team problem solving using historical trends and current behavior data
- Review SPBP documentation and actual implementation
- Modify the SPBP as needed
- Share information with staff quarterly
- Share information with stakeholders and SAC quarterly





# Follow the Implementation Plan

- ✓ Market and **post School-wide Expectations and Location-specific Rules around campus**
- ✓ Identify your District PBIS Specialist
- ✓ Schedule quarterly meeting dates for entire year
- ✓ Review previous year's SPBP and feedback form; make necessary modifications
- ✓ **Review previous year's data**
- ✓ Implement teaching schedule for **Expectations and Rules behavior lesson plans**
- ✓ **Implement the Recognition System for all students**
- ✓ **Ensure the Discipline Flow Chart is distributed to all staff and is being used as written**
- ✓ **Present implementation data, behavior data, team activities and SPBP progress to entire staff**
- ✓ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS
- ✓ **Provide SPBP stakeholder presentation by September 30<sup>th</sup>**
- ✓ **Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator**



# State Recognized Model PBIS Schools

**2022-23**

Atlantic West ES  
 Challenger ES  
 Coral Springs MS  
 Lake Forest ES  
 Margate ES

McNicol MS  
 New River MS  
 Pembroke Lakes ES  
 William Dandy MS

**2023-24  
 Proposed**

Apollo MS  
 Atlantic West ES  
 Challenger ES  
 Coconut Creek ES  
 Coral Springs MS  
 Cypress Run\*  
 Hallandale HS  
 Lake Forest ES  
 Margate ES  
 Margate MS

Mary Bethune ES  
 New River MS  
 Pembroke Lakes ES  
 Pine Ridge\*  
 Rock Island ES  
 Royal Palm ES  
 Sunrise MS  
 Village ES  
 William Dandy MS

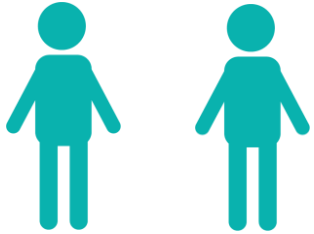
\*Met alternative criteria





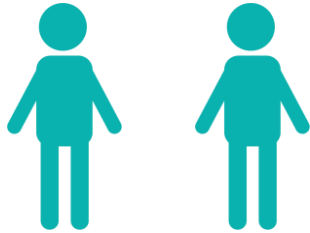
## Regional Support

### Coordinator



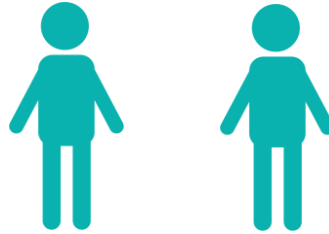
Amber Jennings  
Desiree Montalvo,  
PBIS Liaison

### South



Stephanie Desir  
Maureen Ruether

### Central



Valerie Blackwell  
Chandra Evans

### North



Vonda Palmer-Carter  
TBD

### Transformation



Dr. Donna Lindsay



# Resources

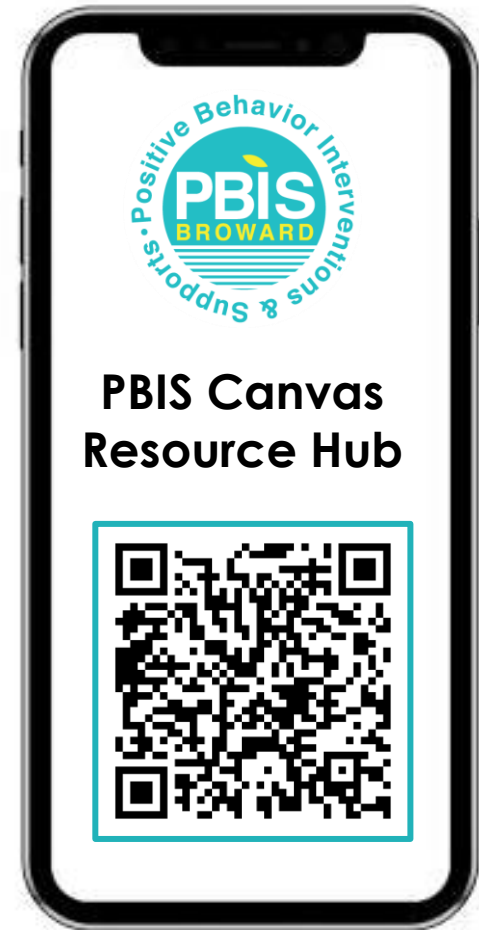
## SPBP Resources

- [SPBP Implementation Checklist](#)
- [PBIS Team Meeting Agenda](#)
- [PBIS “Look Fors”](#)

## Connect With Us



[Engage: PBIS Community](#)



<https://browardschools.instructure.com/enroll/PWF673>



# TITLE 1 COMPLIANCE 2024-2025

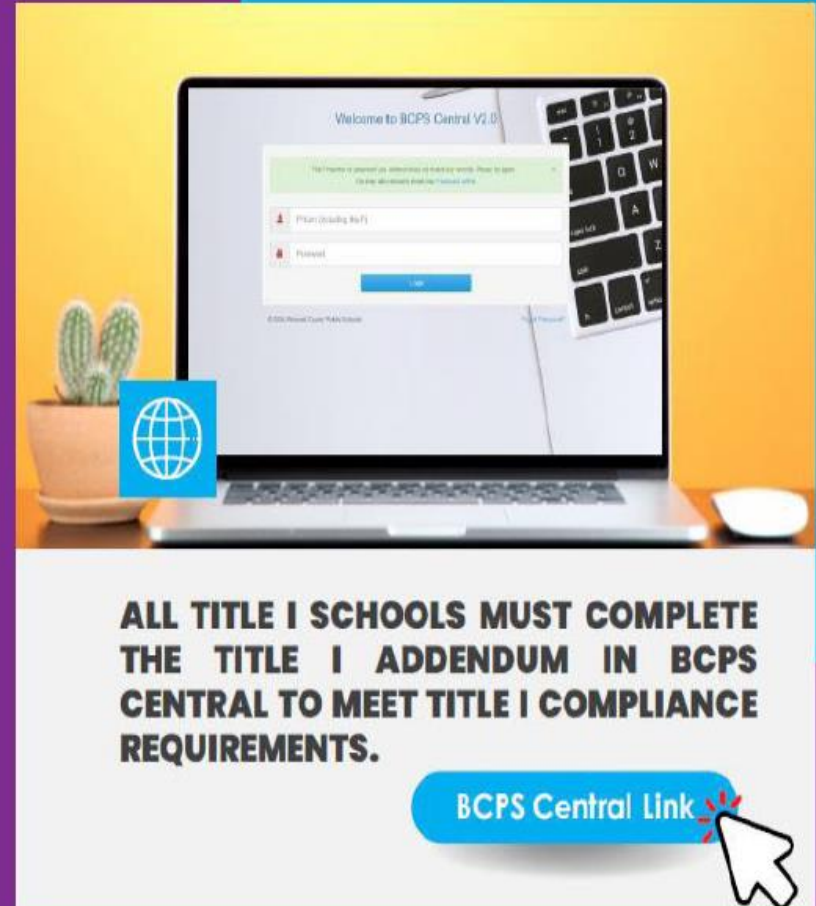
DISTRICT CONTACT:

Title 1, Migrant & Special Programs: 754-321-1400



# What Is the Title I Addendum?

The Title I Addendum addresses the additional student programs and services (i.e., Migrant, Homeless, Adult Education, Transitional Programs, etc.) that support your School Improvement Plan.



**ALL TITLE I SCHOOLS MUST COMPLETE  
THE TITLE I ADDENDUM IN BCPS  
CENTRAL TO MEET TITLE I COMPLIANCE  
REQUIREMENTS.**

[BCPS Central Link](#)

# Title I Addendum



## Important Points

- Supplements your School Improvement Plan and is school specific.
- Supports the Title I school's needs and school improvement goals.
- Follows the district's school improvement timeline.
- Aligns with your other school wide plans and services i.e., PFEP, FACE, SPBP, etc.
- Includes 18 required areas of needed completion.

## TITLE I ADDENDUM – 18 AREAS

1. School Needs Assessment	7. Title III (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	<b>*NEW</b> 18. Professional Development Plan (Upload approved Title I Budget )





# 2024-2025 TITLE I SIP/ADDENDUM REQUIREMENT

## ALL TITLE I SCHOOLS:

**ESSA category schools (CSI, TSI, ATSI, and RAISE)** and **Non-ESSA schools** must complete the Title I Addendum Plan in BCPS Central for the 2024-2025 school year.

BCPS CENTRAL

Theme -

Adriana Karam -

MAIN

Dashboard

School Improvement Plan

Accreditation File Upload (District)

Select School Year:

Select 2024-2025

2022 - 2023

Guide

Addendum  
Template

Download Documents for Title 1 Plan

	Uploaded By	Files
	Kelli Blackburn	22-23-QUESTION-GUIDE-and-SAMPLES-for-Title-I-Addendum-ADA-3.23.22-(1).pdf
	Kelli Blackburn	22-23-Title-I-Addendum-Plan-Template-ADA-3.23.22-(1).pdf
	Kelli Blackburn	2022-2023-LIST-OF-TITLE-I-SCHOOLS-04.05.22-DRAFT-(1).pdf

Upload  
Addendum

Upload File to: Title 1 Plan

### File Naming Convention

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

Select File

Choose File No file chosen

Upload File

Cancel

© 2022 Broward County Public Schools





## Title I, Migrant Education and Special Programs

# Feedback & Approval Process

- Title I Feedback Form - Will be uploaded in BCPS 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  
 2024 - 2025  
 Title I Addendum  
**FEEDBACK FORM**

School Name:	Complete	Incomplete/ Needs Revision	Supervisor Comments
Location #:			
Review Date:			
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			

**Approved!**  
 Please provide:

- 1- This approved Feedback Form,
- 2- Approved Title I Addendum Plan
- 3- Approved 24-25 School Improvement Plan

to your Title I Liaison to fulfill Title I eBinder

**Revision(s) needed!**  
 Refer to the supervisor comments above for the corrections needed and resubmit your revised Title I Addendum. Contact your assigned Program Specialist if you have any questions (754-321-1400).





**REMEMBER:**

Schools needs assessment and Title I supplemental funding changes each year and must be accurately captured.

# Title I Addendum Common Errors

- Copying and pasting sample responses from past years, response guide, or including wrong school year.
- Using Non-Applicable (N/A) responses or incomplete responses.
- Not including district-wide Professional Development that is offered to school staff.
- Including incorrect information or information that is subject to change, i.e., number or identified Migrant Students, ESOL students, etc.
- Not updating the various programs and services offered at the school each year.

# Title I Addendum Best Practices

- Title I Addendum sample responses are within your BCPS Central site
- 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 24-25 school year, this program is not offered at..."
- Refer to other in-house school plans for consistency/alignment (i.e. Title I Budget, PFEP, FACE, SPBP).
- Upload the approved 24-25 Title I Budget to BCPS Central to complete the Title I Addendum area #18 (Professional Development).
- Return to BCPS Central to monitor the feedback provided by your Title I Program Specialist until you received an approved Title I Addendum feedback form.





## **SIP DEADLINE – Title I Addendum Plan upload to BCPS Central**

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

**24-25 BCPS SIP deadline - September 20, 2024**

The review and upload of your Title I Addendum Feedback Form will begin on September 20, 2024. Return to BCPS Central to review your Feedback Form until you have acquired an approved Feedback Form.





## TITLE I DEADLINE – Approved SIP and Title I Addendum

\*\*\*Leadership Team Member(s) tasked with the completion of the SIP and Title I Addendum:

Please provide a copy of your school's

- 1 - Board approved SIP,
- 2 - Approved Title I Addendum Plan, and
- 3 - Approved Title I Addendum Feedback Form

to your school's Title I Liaison by no later than **October 25, 2024.**

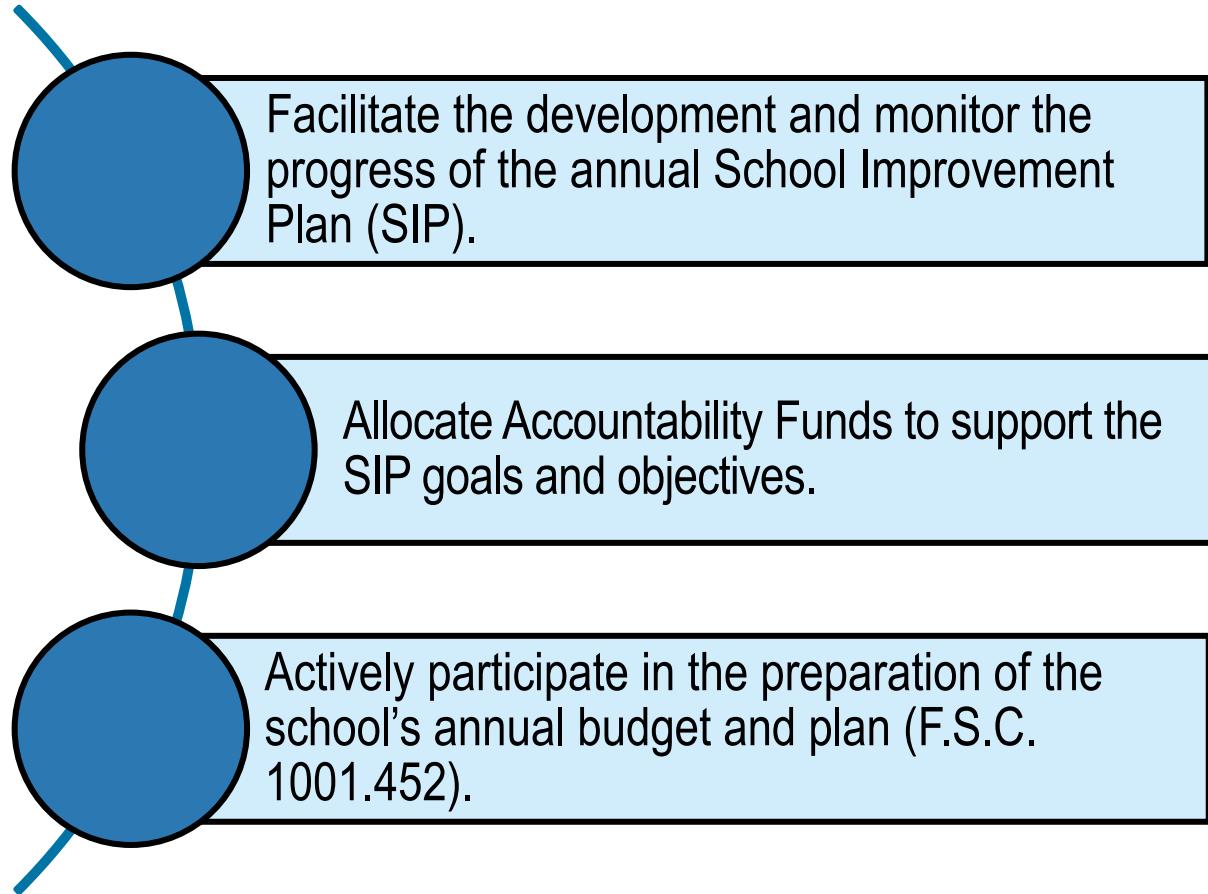
**Title I Liaisons must upload these 3 documents to the Title I eBinder to meet school compliance.**



# School Advisory Council (SAC)



# Purpose of SAC



## 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 (S1001.452) 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.).





# Articles in the SAC Bylaws

ARTICLE I Name	ARTICLE II Purpose	ARTICLE III Membership	ARTICLE IV Officers
ARTICLE V Duties of the Officers	ARTICLE VI Meetings	ARTICLE VII Committees	ARTICLE VIII Utilization of Funds
ARTICLE IX SAC Training and Activities	ARTICLE X Amendments	ARTICLE XI Parliamentary Authority	



# SAC Bylaws

## Due October 7, 2024



SAC

### 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 Research, Evaluation and Accountability Department and noted in SAC meeting minutes.

- Section 1. Voting: In accordance with the Sunshine Law, a vote of the membership will be taken. All votes must be conducted

### ARTICLE XI. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern (9997) School Advisory Council.

Annual Ratification

Amended

Submit

Cancel

#### Every year, the Bylaws must be:

1. Ratified
2. Amended (Only if changes are being made in Articles III or IV of the previous year's bylaws.)
3. Reflected in the minutes



2024-2025 SY

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

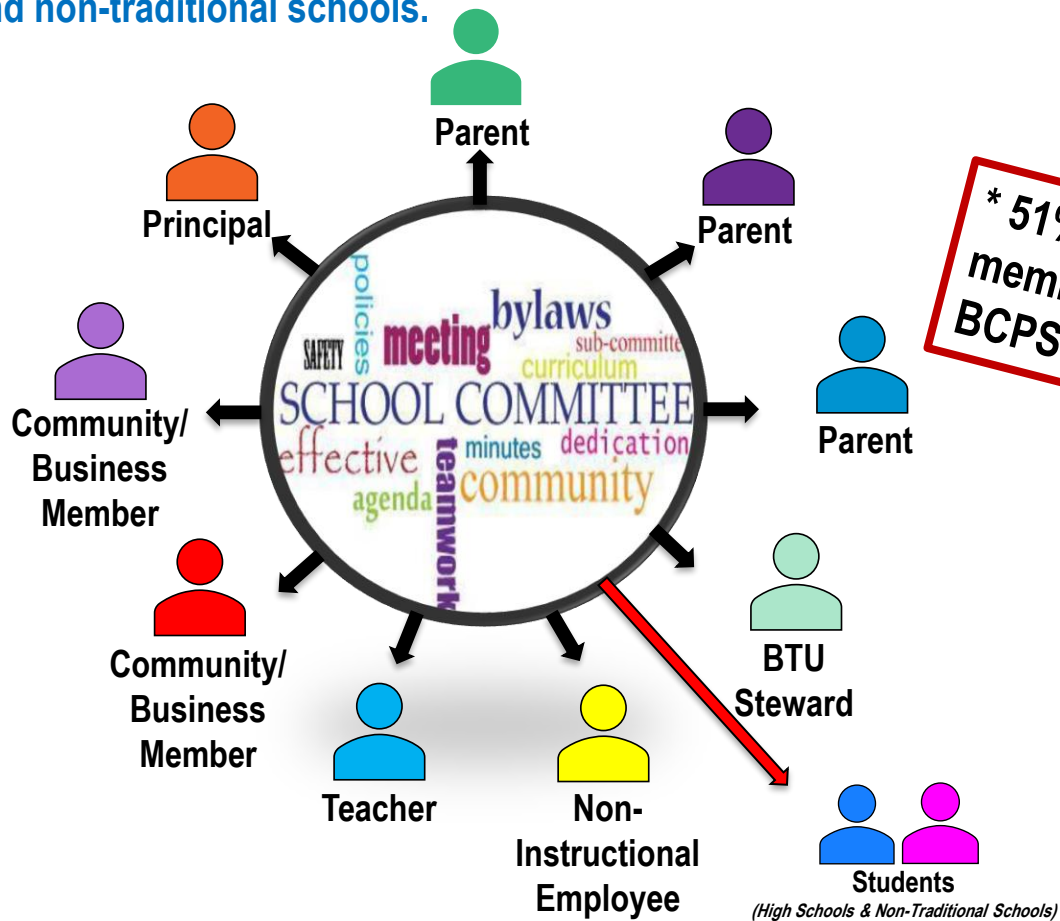


# SAC Composition (Membership)

## SAC BYLAWS - ARTICLE III. MEMBERSHIP

The School Advisory Council shall be representative of the ethnic diversity of the school's student population.

SAC should be comprised of the principal, parents, school staff, community members and students for high school and non-traditional schools.



**\* 51% or more of SAC members MUST BE non BCPS employees.**

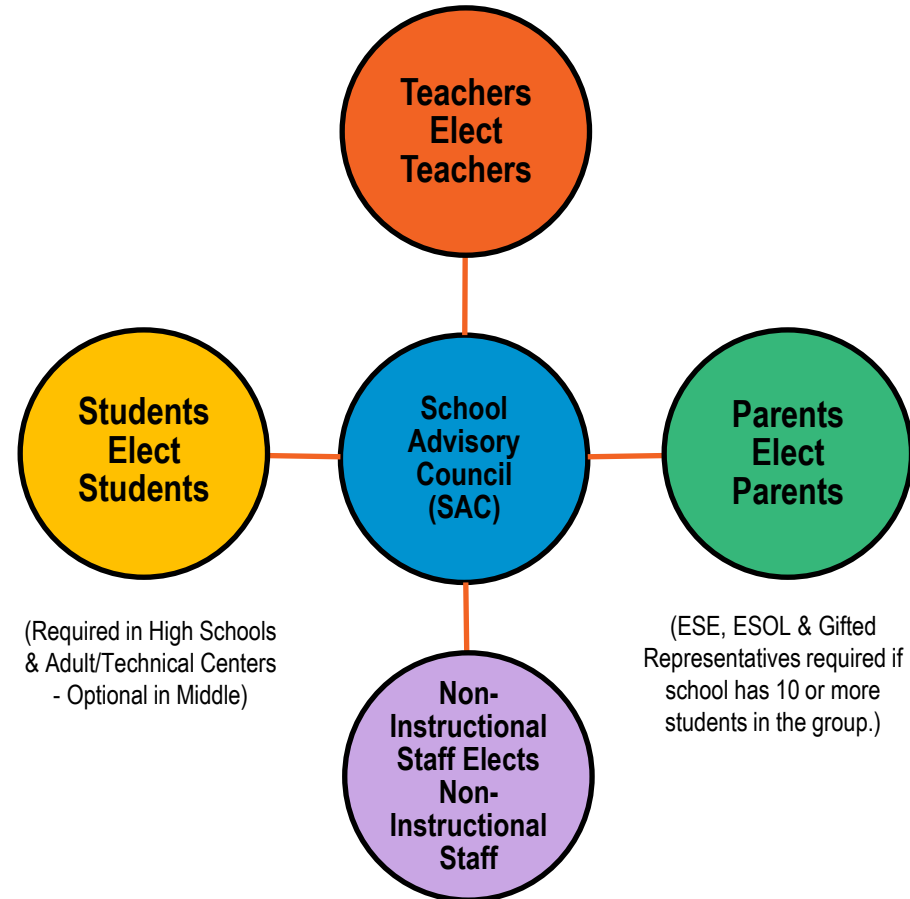


# SAC Composition (Membership) Cont.

More than half (51% or more) of SAC members MUST BE non BCPS employees.

Each peer group shall elect their respective representatives in a fair and equitable manner at a scheduled general meeting.

- Principal
- BTU Steward
- Community/Business Representative
- Community School Representative (*if applicable*)
- **Teachers**
- **Non-instructional Support Employees**
- **Parents**
- SAF Chair (Elected by SAF)
- I-Zone Representative (parent, elected by SAC)
- ESOL Representative (*parent of a student at the school*)
- ESE Representative (*parent of a student at the school*)
- Gifted Representative (*parent of a student at the school*)
- Pre-K Representative (*if applicable – parent or certified teacher*)
- **Students** (*required for high schools and adult/technical centers*)
- **SAC Officers** (Chair/Co-Chairs and Secretary) elected by SAC

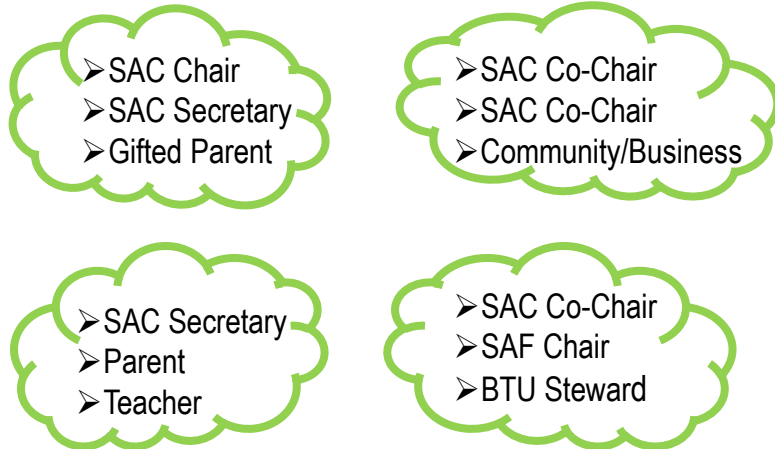


# SAC Nominating Committee

**Purpose:** Present a slate of candidates from amongst the SAC members for the Officer (Chair/Co-Chairs and Secretary) and I-Zone Parent positions.

**SAC Bylaws, Article IV, Section 5** - There shall be a **nominating committee** composed of **three members** who shall be elected by the **School Advisory Council** at a **regular meeting**. The committee shall consist of **at least one, but not more than two**, of **current elected officers** and **the remainder from the general membership**.

## Nominating Committee Sample Members:



## What Is The Process?

- Advertise general SAC meeting
- Include “Nominating Committee Elections” on agenda
- SAC elects 3 members for the Nominating Committee
- Record process in minutes



# SAC Composition (Membership)

**Note:** If you are new to BCPS Central, your principal must provide access to review and edit the BCPS SIP.

## SIP Bites – School Advisory Council Composition (Membership)

Kelli B. Blackburn, School Improvement Coordinator

September 3, 2024 - Volume 4, Issue 1

**SAC Compositions Due Monday, October 7, 2024**

Each school is required to establish a School Advisory Council (SAC) that is representative of the population served by the school. Per state statute §1001.452, a majority of the SAC members must not be employees of Broward County Public Schools. Members consist of the school principal and an appropriately balanced number of teachers, education support employees, students (only required for high schools and career centers), parents and other business and community members.

### SAC Membership

- The SAC membership must be representative of the ethnic, racial and economic community served by the school. **The acceptable discrepancy between the SAC Membership and the School Demographics for ethnicity/race is +/-20%.**
- The majority (at least 50% plus 1 of the total membership) of SAC members must be non-school district employees with a minimum of one (1) representative for each group (teachers, education support employees, students and other business/ community citizens).
- Each peer group shall elect their respective representatives in a fair and equitable manner at a scheduled general meeting:
  - Teachers must be elected by teachers.
  - Non-instructional support employees must be elected by non-instructional support employees.
  - Parents must be elected by parents.
  - Students must be elected by students.
- Only the school principal is authorized to be a member as an administrator. Assistant principals **cannot** be members of SAC as they are in administrative roles.

- Principal
- BTU Steward or designee
- Community/Business Representative
- Community School Representative (if applicable)
- Teachers
- Non-instructional Support Employees
- Parents
- \*Zone Representative (elected by SAC from among the parent members)
- \*ESCL Representative
- \*ESE Representative
- \*Gifted Representative
- SAF Chair (parent elected by SAF, can't be an employee of the school)
- \*Special Representative (if applicable – parent or certified teacher)
- Students (required for high schools and adult/technical centers)

**Key:**  
 \*Parent of a student at the school  
 \*Position required if school has 10 or more students in the group.

**Note: SAC Officers** (Chair/Co-Chairs and Secretary) must be current members and are elected by SAC during a general meeting.

9/3/2024

SAC Compositions are due Monday, October 7, 2024. Use this date to backwards plan for SAC elections.

1 of 7

## SAC Composition (Membership) Quick Reference Guide

### INSTRUCTIONS FOR COMPLETING SAC COMPOSITION MEMBERSHIP

- The online SAC Composition report is located in BCPS Central: <https://web01.browardschools.com/ospa/ospa-central2/login.asp>
- Click on the **School Improvement Plan** tab located on the menu to the left of the screen.



- Scroll down to the **Effective Communication** section of the SIP and click on the **SAC Composition Report** tab.



- Required SAC Positions:** Required positions are listed in this section. A minimum of one representative is required for each position. ESE, ESOL and Gifted representatives are required if school has 10 or more students in those groups. As you add the positions to your composition they will disappear from the list.

Click + Add Member.

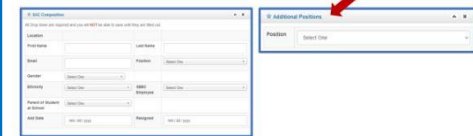


9/3/2024

SAC Compositions are due Monday, October 7, 2024. Use this date to backwards plan for SAC elections.

5 of 7

- All fields are required and must be completed. Use **Additional Positions** (only if applicable) to add an additional position for a SAC member per the **drop-down menu**.



- Click **Save** in the lower left-hand corner upon completion. The individual is now added to the SAC membership composition for the school.



- Once members are added, data is generated to show a balanced composition (indicated in **green**) or an imbalanced composition (indicated in **red**).
  - SAC Percentages vs. School Demographics: Must be within +/- 20 percentage points.
  - Employee vs. Non-Employee: At least 51% or more of the total membership must be non-employees.

Gender	Female	Male	Other	ESL	ESOL	Gifted
Count	1	1	1	1	1	1
SAC Percentage	16.67%	16.67%	16.67%	16.67%	16.67%	16.67%
School Demographics	17	12	10	1	1	1

- To Edit Members:** Click the **Edit** button to change information about an existing SAC member. Click **Save** in the bottom left-hand corner once you have made changes.



9/3/2024

SAC Compositions are due Monday, October 7, 2024. Use this date to backwards plan for SAC elections.

6 of 7



# SAC Membership Demographics and +/- 20 Points

- ❑ Each ethnic group's SAC percentage should be +/- 20 points of school's demographics percentage.
- ❑ 51% or more of SAC members MUST BE non BCPS employees.

☆ Demographic Data for Beachside Montessori Village (2041)

Name	Gender		Ethnicity					
	M	F	W	B	H	A	AI	MR
TOTALS	6	21	18	1	4	0	3	1
SAC Percentages <small>*Due to rounding, percentages may not total 100%.</small>	22	78	67	4	15	0	11	4
School Demographics Percentages <small>Each group's SAC percentage to be +/- 20 points of school's demographics percentage</small>	49	51	44 ↓ High = 64 Low = 24	8 ↓ High = 28 Low = 0	39 ↓ High = 59 Low = 19	3 ↓ High = 23 Low = 0	0 ↓ High = 20 Low = 0	6 ↓ High = 26 Low = 0

Make sure all fields are green to be in compliance

☆ Employed / Not Employed

Employed by District (49% or less)

Not Employed by District (51% or More)

Make sure all fields are green to be in compliance



# SAC Roles and Responsibilities Resource



School Advisory Council (SAC) Roles and Responsibilities			
SAC Position	Selection Process	Roles and Responsibilities	Contacts and Resources
<b>Exceptional Student Education (ESE) Representative</b> (Parent of a student at the school)  Position required if the school has 20 or more ESE students.	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (parents)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>ESE Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the ESE parents and students with the school.</li> <li>relaying valuable information from the ESE Leadership Council meetings.</li> <li>representing the school's ESE community as a voting member.</li> </ul> </li> </ul>	<b>Exceptional Student Education (ESE) Parent Contact:</b> <a href="mailto:info@seafair.org">info@seafair.org</a> Email: <a href="mailto:info@seafair.org">info@seafair.org</a>  SBBC Policy 1403, Section 104 (1)
<b>Gifted Representative</b> (Parent of a student at the school)  Position required if the school has 20 or more Gifted students.	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (parents)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Gifted Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the Gifted parents and students with the school.</li> <li>relaying valuable information from the Gifted Advisory Council meetings.</li> <li>representing the school's Gifted community as a voting member.</li> </ul> </li> </ul>	<b>Gifted Advisory Council:</b> <a href="http://www.giftedadvisorycouncil.ch2u.com">http://www.giftedadvisorycouncil.ch2u.com</a> Email: <a href="mailto:info@giftedadvisorycouncil.ch2u.com">info@giftedadvisorycouncil.ch2u.com</a>  SBBC Policy 1403, Section 104 (1)
<b>Pre-K Representative</b> (Parent of a student at the school or a certified teacher)	<ul style="list-style-type: none"> <li>Position required for schools that</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Pre-K Representative</b> is responsible for:</li> </ul>	School Improvements:

School Advisory Council (SAC) Roles and Responsibilities			
SAC Position	Selection Process	Roles and Responsibilities	Contacts and Resources
<b>Officer on SAC</b> SAC Chair or Co-Chairs	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>First, this person must be elected by their peer group to become a member of SAC.</li> <li>Next, a nomination and vote for this position by the SAC Committee takes place during a regularly scheduled SAC meeting.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>SAC Chairperson or Co-Chairpersons</b> is responsible for:                             <ul style="list-style-type: none"> <li>collaborating with the principal to determine meeting topics.</li> <li>preparing an agenda in advance for all meetings.</li> <li>advertising all scheduled meetings, meeting times, and places, at least (3) three full business/work days in advance to all stakeholders (include a copy of the meeting agenda).</li> <li>notifying SAC members, in a written notice, of any matter that is scheduled to come before the council for a vote, at least (3) three full business/work days in advance.</li> <li>facilitating the SAC meetings and informing the SAC of relevant issues related to school improvement activities.</li> <li>ensuring their account (100% plus 1 total membership) is present before an action item on the agenda comes to a vote.</li> <li>representing SAC at School Improvement meetings (Quarterly, Mini Labs, etc.)</li> <li>signing the school's annual budget.</li> <li>working in collaboration with the SAC secretary to</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  <b>SAC Bylaws:</b> Article V, Sections A and B Article VI  SBBC Policy 1403, Section 104 (1)

School Advisory Council (SAC) Roles and Responsibilities			
SAC Position	Selection Process	Roles and Responsibilities	Contacts and Resources
<b>SAC Advisory Forum (SAF) Chair (or designee)</b> must be a parent of a student at the school (parent cannot be an employee of the school)	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (parents)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>SAF Chair (or designee)</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP</li> <li>fostering and promoting communication between its stakeholders, the school, and the Region Advisory Council.</li> <li>bringing forth recommendations, concerns, and interests to and from their Region Advisory Council.</li> <li>acting as a representative of the school community.</li> <li>conducting monthly SAF meetings per the SAF Bylaws.</li> <li>attending the required monthly meetings and any suggested meetings per the SAF Manual.</li> <li>School Advisory Council (SAC) meetings</li> <li>Quarterly Region Advisory meetings</li> <li>representing the SAF committee as a voting member at the SAF, SAC, and Quarter Region Advisory meetings.</li> <li>acting as a liaison between the SAF and the school.</li> <li>recording and keeping the minutes of all meetings.</li> <li>providing completed meeting documents (agenda, minutes, attendance, etc.) to the SAC Chair or Co-chairs</li> <li>working in collaboration with the SAC Chair or Co-chairs to ensure minutes are recorded and filed promptly.</li> </ul> </li> </ul>	<b>District Advisory Council:</b> <a href="http://www.districtadvisorycouncil.ch2u.com">http://www.districtadvisorycouncil.ch2u.com</a> Email: <a href="mailto:info@districtadvisorycouncil.ch2u.com">info@districtadvisorycouncil.ch2u.com</a>  <b>North Region Advisory Council:</b> <a href="http://www.northregionadvisorycouncil.ch2u.com/">http://www.northregionadvisorycouncil.ch2u.com/</a> Email: <a href="mailto:northregionadvisory@gmail.com">northregionadvisory@gmail.com</a>  <b>Central Region Advisory Council:</b> <a href="http://www.centralregionadvisorycouncil.ch2u.com/">http://www.centralregionadvisorycouncil.ch2u.com/</a> Email: <a href="mailto:info@centralregionadvisorycouncil.ch2u.com">info@centralregionadvisorycouncil.ch2u.com</a>  <b>South Region Advisory Council:</b> <a href="http://www.southregionadvisorycouncil.ch2u.com/">http://www.southregionadvisorycouncil.ch2u.com/</a> Email: <a href="mailto:southregionadvisory@gmail.com">southregionadvisory@gmail.com</a>  Link: <a href="#">SAF Manual</a>  SBBC Policy 1403, Section 104 (1)
<b>English Speakers of Other Languages (ESOL) Representative</b> (Parent of a student at the school)	<ul style="list-style-type: none"> <li>Required position on SAC.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>ESOL Representative</b> is responsible for:</li> </ul>	District Advisory Committee.

School Advisory Council (SAC) Roles and Responsibilities			
SAC Position	Selection Process	Roles and Responsibilities	Contacts and Resources
<b>Students (if applicable)</b>	<ul style="list-style-type: none"> <li>Required only at high schools and certain technical schools</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Student Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the student body and the school.</li> <li>representing the school's student community as a voting member of SAC.</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)
<b>Community School Representative (if applicable)</b>	<ul style="list-style-type: none"> <li>Position required for schools that have "Community Schools"</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Community School Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>representing the Community School as a voting member of SAC.</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)
<b>Officer on SAC</b> SAC Secretary	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>First, this person must be elected by their peer group to become a member of SAC.</li> <li>Next, a nomination and vote for this position by the SAC members takes place during a regularly scheduled SAC meeting.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>SAC Secretary</b> shall be responsible for:                             <ul style="list-style-type: none"> <li>maintaining all correspondence and notices of meetings.</li> <li>recording and keeping the agenda, attendance and minutes of all meetings.</li> <li>working in collaboration with the SAC Chair or Co-chairs to ensure minutes are recorded and filed promptly.</li> <li>representing SAC as a voting member at the SAC meetings.</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  <b>SAC Bylaws:</b> Article V, Section C Article VI, Section 2 and Section 3

School Advisory Council (SAC) Roles and Responsibilities			
SAC Position	Selection Process	Roles and Responsibilities	Contacts and Resources
<b>Principal</b>	<ul style="list-style-type: none"> <li>The principal is a required member of SAC that does not have to be voted in.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Principal</b> is responsible for:                             <ul style="list-style-type: none"> <li>providing leadership in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>participating in the preparation of the school's annual budget and SIP (P.S.C. 1001.412).</li> <li>ensuring the council is composed of properly elected representation.</li> <li>collaborating with the SAC Chair/Co-Chairs on determining meeting topics.</li> <li>submitting the SIP to the district for school board approval.</li> <li>keeping members informed of relevant policies and activities of the school, district and state.</li> <li>facilitating the nomination and selection process for the Community/Business Representative(s) on the SAC and presenting to the SAC Committee for approval.</li> <li>representing the school as a voting member.</li> </ul> </li> </ul>	<b>School Improvements:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)
<b>Steward Teachers Union (STU) Steward (or designee)</b>	<ul style="list-style-type: none"> <li>STU Steward or designee is a required member of SAC that does not have to be voted in.</li> <li>The STU President shall appoint one (1) teacher bargaining unit member from each school to serve on that school's SAC team. STU Article 23</li> </ul>	<ul style="list-style-type: none"> <li>The <b>STU Steward or designee</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the teachers and the school.</li> <li>relaying valuable information from STU.</li> <li>representing the teachers as a voting member.</li> </ul> </li> </ul>	<b>Broward Teachers Union (BTU):</b> <a href="http://www.btuonline.com/">http://www.btuonline.com/</a>  <b>School Improvements:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)
<b>Innovation Zone (iZone) Representative (must be a parent)</b>	<ul style="list-style-type: none"> <li>First, this person must be elected by their parent peer group to become a member of SAC.</li> <li>Next, a nomination and vote for this position by the SAC Committee takes place during a regularly scheduled SAC meeting.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>iZone Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>attending and relaying valuable information from the Innovation Zone meetings.</li> <li>representing the parents as a voting member of the SAC.</li> </ul> </li> </ul>	<b>School Improvements:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1) SBBC Policy 1402, Section 40

School Advisory Council (SAC) Roles and Responsibilities			
SAC Position	Selection Process	Roles and Responsibilities	Contacts and Resources
<b>Non-Instructional Support Employee</b>	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (non-instructional)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Non-Instructional Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the non-instructional staff and the school.</li> <li>representing the school's non-instructional staff as a voting member.</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)
<b>Community/Business Representatives</b>	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Selected through a nomination and selection process facilitated by the principal and approved by the SAC Committee</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Community/Business Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>representing the community/business sector as a voting member.</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)
<b>Parents</b>	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (parents)</li> <li>Not required at adult/technical centers.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Parents Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between parents and the school.</li> <li>representing the school's parent community as a voting member.</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (teachers)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Teacher Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the teachers and the school.</li> <li>representing the school's teachers as a voting member of SAC.</li> </ul> </li> </ul>	<b>School Improvement:</b> <a href="https://www.browardschools.com/Page/47563">https://www.browardschools.com/Page/47563</a>  SBBC Policy 1403, Section 104 (1)

\*This membership requirement must be in accordance with P.S.C. 1001.412. The membership of each SAC will be approved annually by the School Board (P.S.C. 1001.402). Changes in the SAC Composition during the school year must be approved by the School Board. Changes in the SAC Composition must be approved by the School Board. The SAC Composition must be approved by the School Board.

\*This membership requirement must be in accordance with P.S.C. 1001.412. The membership of each SAC will be approved annually by the School Board (P.S.C. 1001.402). Changes in the SAC Composition during the school year must be approved by the School Board. Changes in the SAC Composition must be approved by the School Board. The SAC Composition must be approved by the School Board.





# SAC Roles and Responsibilities

School Advisory Council (SAC) Roles and Responsibilities			
SAC Position	Selection Process	Roles and Responsibilities	Contacts and Resources
<p><b>Exceptional Student Education (ESE) Representative</b> (Parent of a student at the school)</p> <p>Position required if the school has 10 or more ESE students.</p>	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (parents)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>ESE Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the ESE parents and students with the school.</li> <li>relaying valuable information from the ESE Leadership Council meetings.</li> <li>representing the school's ESE community as a voting member.</li> </ul> </li> </ul>	<p><b>Exceptional Student Education (ESE) Parent Contact:</b>  <a href="http://browarde seadvisorycouncil.com">http://browarde seadvisorycouncil.com</a>                      Email: <a href="mailto:ese.chair@gmail.com">ese.chair@gmail.com</a></p> <p>SBBC Policy 1403, Section 10d (1)</p>
<p><b>Gifted Representative</b> (Parent of a student at the school)</p> <p>Position required if the school has 10 or more Gifted students</p>	<ul style="list-style-type: none"> <li>Required position on SAC</li> <li>Elected by peer group (parents)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Gifted Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the Gifted parents and students with the school.</li> <li>relaying valuable information from the Gifted Advisory Council meetings.</li> <li>representing the school's Gifted community as a voting member.</li> </ul> </li> </ul>	<p><b>Gifted Advisory Council:</b>  <a href="http://giftedadvisorycouncil.ch2v.com/">http://giftedadvisorycouncil.ch2v.com/</a>                      Email: <a href="mailto:browardcountygac@gmail.com">browardcountygac@gmail.com</a></p> <p>SBBC Policy 1403, Section 10d (1)</p>
<p><b>Pre-K Representative</b> (Parent of a student at the school or a certified Pre-K teacher)</p>	<ul style="list-style-type: none"> <li>Position required for schools that have "Pre-K"</li> <li>Elected by peer group (parents or teachers)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Pre-K Representative</b> is responsible for:                             <ul style="list-style-type: none"> <li>participating in the development, revision, implementation and monitoring the progress of the SIP.</li> <li>acting as a liaison between the Pre-K parents and students with the school.</li> <li>representing the school's Pre-K community as a voting member.</li> </ul> </li> </ul>	<p><b>School Improvement:</b>  <a href="https://www.browardschools.com/Page/47653">https://www.browardschools.com/Page/47653</a></p> <p><b>Early Learning:</b>  <a href="https://www.browardschools.com/domain/14433">https://www.browardschools.com/domain/14433</a></p> <p><b>Head Start/Early Intervention Services:</b>  <a href="https://www.browardschools.com/Domain/12430">https://www.browardschools.com/Domain/12430</a></p> <p>SBBC Policy 1403, Section 10d (1)</p>

\*\*All membership requirements must be in accordance with F.S.C. 1001.452. The membership of each SAC will be approved annually by the School Board (F.S.C. 1001.42). Changes in the SAC Composition during the school year must be approved by the School Transformation Office and noted in the SAC meeting minutes (SAC Bylaws Article III). The SAC Composition must be updated to reflect the changes in BCPS Central.



# SAC Membership FAQ

Q: Can a SAC member hold more than one position on the School Advisory Council?



A: Yes. A SAC member can hold more than one position on the School Advisory Council, but 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)*

Q: If an individual holds more than one position (e.g., is a Non-Instructional Employee and community/business rep.), do they get a vote for each position held?



A: No. Although a SAC member may hold more than one position on the School Advisory Council, the member only votes one (1) time on any matter that comes before SAC for a vote.

Q: 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?



A: The person represents the peer group they were elected by.



# SAC Meeting Requirements

## SAC Must:

- Set 2024-2025 meeting dates.
- Collaborate and establish agendas.
- Advertise the meetings.
- Adhere to Florida Sunshine Law.
- Follow Robert's Rules of Order.
- Use the [SAC Agenda Template](#), [SAC Minutes Template](#) and [SAC Sign-in Sheets](#) (from the online SAC Composition Program).
- Have a quorum (50% plus one of total SAC members) present before voting.
- Post meeting dates, agendas, sign-in sheets and minutes in the SAC Upload Center.



# SAC Meeting Dates

- ❑ The School Advisory Council shall meet regularly.
- ❑ The schedule of meetings for the year should be determined and published in September.
- ❑ The SAC and School Advisory Forum (SAF) will schedule a joint meeting semi-annually.
- ❑ Meetings are held on the 1st and 4th week of the month at a convenient time for all stakeholders.
- ❑ SAC Meeting Dates flyer should include:
  - School Name
  - Title “School Advisory Council” spelled out
  - Meeting Dates, Time and Location
  - Indicate the two joint SAC and SAF Meeting dates



## School Advisory Council (SAC) Meeting Dates

September 27, 2023 @2:20 pm (SAC/SAF joint meeting)

October 25, 2023 @6:00 pm

November 29, 2023 @2:20 pm

January 24, 2024 @2:20 pm

February 28, 2024 @2:20 pm

April 2, 2024 @2:20 pm

April 24, 2024 @2:20 pm

May 22, 2024 @2:20 pm (SAC/SAF joint meeting)

All meetings will be held in Lakeside’s Media Center.

\*The School Advisory Forum (SAF) Meeting will take place following the School Advisory Council Meeting (SAC), unless otherwise noted.



**\*Plan SAC and SAF meetings on the 1<sup>st</sup> and 4<sup>th</sup> weeks of the month only. (SBBC Policy 1164)**

"Looping" has been designed for use when a major initiative or new district wide program is under consideration.

Information is presented at a DAC meeting.

## The Communication and Public Engagement – Policy 1164

<https://web01.browardschools.com/sbbcpolicies/docs/P1164.000.pdf>

This process shall take approximately 60 days to complete, starting with the District Advisory Council (DAC) meeting where staff begins the looping process.

The information is then presented to the Region Advisory SAF Chairs.

SAF Chairs go back to schools and vet the information with their communities.

The SAF Chairs return to their Region Advisory with their feedback/motion.

The Region Advisory Chairs provide their feedback/motion to DAC.

DAC brings forward a motion that is read at a School Board Meeting.

The motion is cataloged by the Chief of Staff and forwarded to a department for response.

A response is provided within 21 days.



# SAC Meeting Notification

At the very minimum, two of the following must be used to notify all stakeholders of SAC meetings:

- School Website
- School Marquee
- Parent Link


Additional tools for SAC meeting notification:

- School Newsletter
- Facebook, Instagram, X, etc.
- Email
- Signs in Parent Pick Up and Drop Off



# SAC Meeting Agenda

## What's included on the SAC Agenda?



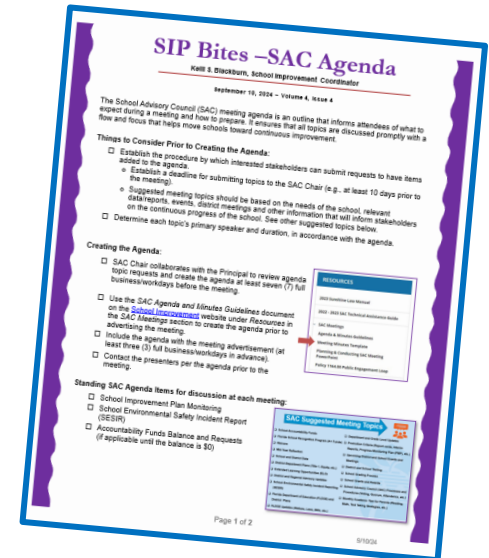
**Lemon Lane Elementary School**  
**School Advisory Council Meeting**  
 1000 Lemon Lane  
 Fort Lauderdale, FL 33301  
 (754) 321-0000  
 www.lemonlanesalem.com

**Agenda**

*Name of Organization:* Lemon Lane Elementary School  
*Name of Group:* School Advisory Council (SAC)  
*Location:* 1000 Lemon Lane, Fort Lauderdale FL 33301,  
 Media Center  
*Type of meeting:* General Meeting  
*Date & Time:* Monday, September 4, 2023 – 7:00 P.M.

1. Call to order
2. Introductions and Attendance
3. Approval or correction of August 2, 2023 meeting minutes
5. Reports:
  - Principal Report
  - SESIR Report
  - Accountability Funds (Current Balance: \$120,000)
  - School Improvement Plan
  - Academic Departments (ELA, Math, Science and Social Studies)
4. Old Business
  - > Reading Supplies request
  - > Playground repairs/construction updates
5. Special Presentation – Children and Family Services
6. New Business
  - > Flood Damage
  - > New School Marquee
  - > 5<sup>th</sup> Grade Graduation requests
7. Announcements
8. Adjourn

- Call to Order
- Introductions
- Attendance (indicate quorum in minutes)
- Approval of Minutes
- Reports
  - SIP Monitoring
  - Accountability Funds
  - SESIR (School Environmental Safety Incident Reporting)
- Old Business
- New Business
- Announcements
- Next Meeting Date
- Adjournment



**SIP Bites –SAC Agenda**  
 Kelli S. Blackburn, School Improvement Coordinator  
 September 19, 2024 - Volume 4, Issue 4

The School Advisory Council (SAC) meeting agenda is an outline that informs attendees of what to expect during a meeting and how to prepare. It ensures that all topics are discussed promptly with a flow and focus that helps move schools toward continuous improvement.

**Things to Consider Prior to Creating the Agenda:**

- ❑ Explain the procedure by which interested stakeholders can submit requests to have items added to the agenda.
  - o Establish a deadline for submitting topics to the SAC Chair (e.g., at least 10 days prior to the meeting)
  - o Suggested meeting topics should be based on the needs of the school, relevant to the continuous progress of the school. See other suggested topics below.
- ❑ Determine each topic's primary speaker and duration, in accordance with the agenda.

**Creating the Agenda:**

- ❑ SAC Chair collaborates with the Principal to review agenda topic requests and create the agenda at least seven (7) full business/workdays before the meeting.
- ❑ Use the SAC Agenda and Minutes Guidelines document on the [SAC Meetings](#) website under Resources in advertising the meeting.
- ❑ Include the agenda with the meeting advertisement (at least five (5) full business/workdays in advance).
- ❑ Contact the presenters per the agenda prior to the meeting.

**Standing SAC Agenda Items for discussion at each meeting:**

- ❑ School Improvement Plan Monitoring
- ❑ School Environmental Safety Incident Report (SESIR)
- ❑ Accountability Funds Balance and Requests (if applicable until the balance is \$0)

Page 1 of 2



# SAC and Robert's Rules Of Order

## Why Use Robert's Rules of Order?

### Structure

- Helps preserve order and creates a set of guidelines that help operate meetings and structure.

### Democratic Processes

- Requires democratic speech and action in council meetings in order to allow everyone's voices to be heard, keeping meetings efficient and fair.

### Organizational Rights

- Demands that the rights of the organization supersedes the rights of individuals. The rules also help facilitate group decisions.

## Basic Rules

1

➤ Only one subject may be before a group at one time.

2

➤ "Negative" motions are generally not permitted.

3

➤ All members have equal rights.

4

➤ Each item presented for consideration is entitled to a full and free debate.

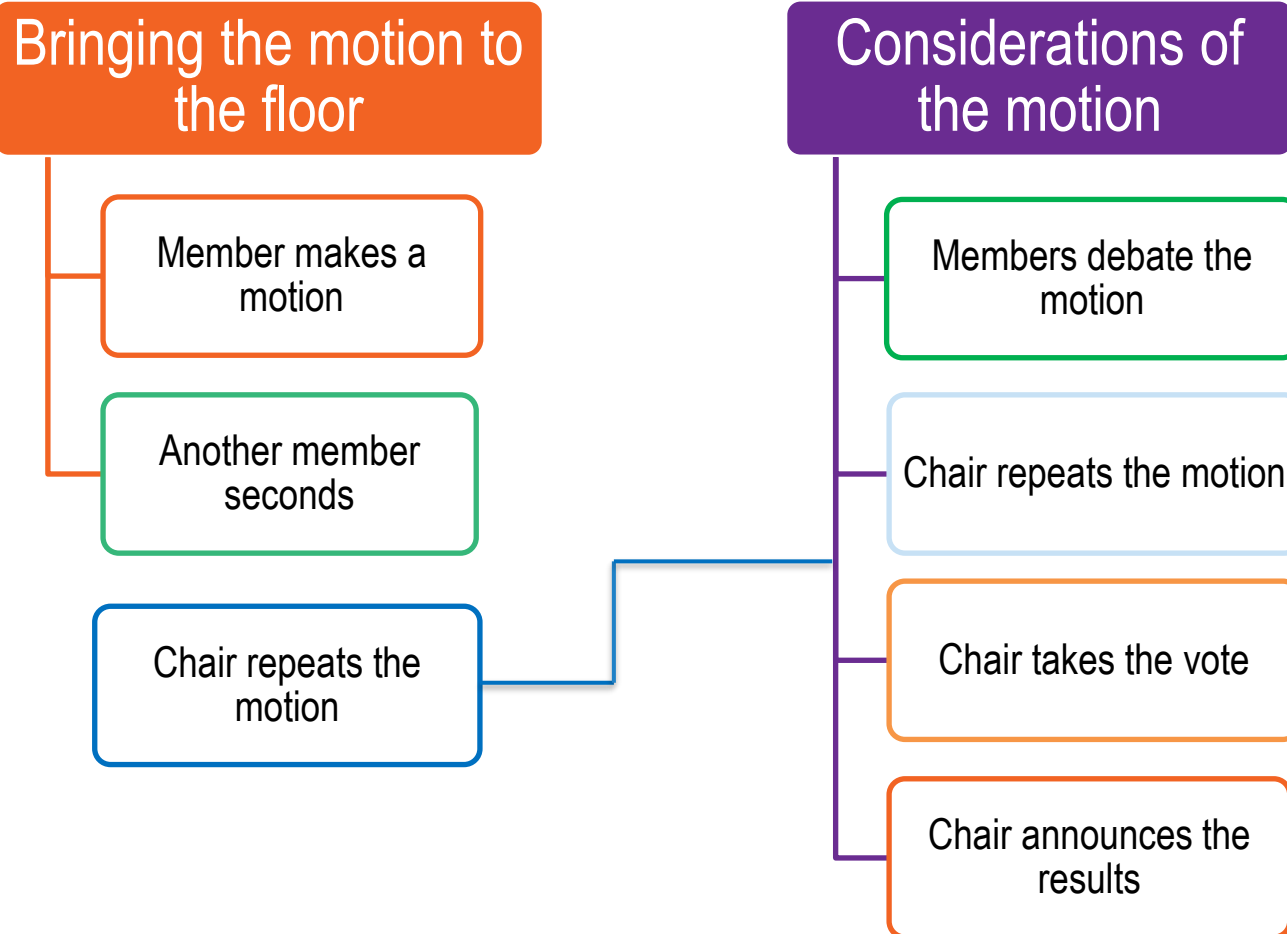
5

➤ The rights of the minority must be protected, but the will of the majority must prevail.





# Motion Process



# Quorum and Voting

To establish a **quorum**, a majority of the membership of the council (50% plus 1 of the total members) must be present at the meeting for voting to take place.

**Voting**

**Are a majority (50% plus 1) of the total members present?**

**No**

**Voting or motions  
cannot take place.**

**The meeting continues as an  
informational meeting only.  
Voting items are tabled until the  
next meeting with a quorum.**



# SAC Meeting Minutes

## Minutes should be aligned to the agenda and include:

- Name of your school, School Advisory Council Meeting (*not SAC Meeting*) as a title, date, time, and location of the meeting
- Impartial and concise reporting of what took place
- Actions taken, specific motions, roll call, voting outcomes, etc.
- School Improvement Plan monitoring
- Accountability Funds Balance (including any requests, voting for use of and voting results)
- School Environmental Safety Incident Reporting (SESIR)
- Other items and topics
- Next meeting date and time
- Adjournment

**SIP Bites – SAC Minutes**  
Kelli S. Blackburn, School Improvement Coordinator  
August 6, 2024 – Volume 4, Issue 4

Minutes are a written summary reflecting the events of the meeting that must be recorded, maintained and posted for public review. The school and the district are required to maintain copies of the School Advisory Council (SAC) Minutes. (Fla. Stat. § 1001.452(1)(c), 2016, 2021, SBBC Policy 1403 and Florida Sunshine Law)

The SAC secretary or designee is responsible for complete and objective record-keeping. (Refer to your Bylaws Article IV, Section 5).

Minutes should be aligned to the agenda and include:

- Name of your school, School Advisory Council Meeting (*not SAC Meeting*) as a title, date, time, and location of the meeting.
- If a quorum was met.
- Concise reporting of what took place.
- Actions taken, specific motions, roll call, voting outcomes, etc.
- School Improvement Plan monitoring.
- The Accountability Funds Balance (including any requests, voting for use of and voting results).
- School Environmental Safety Incident Reporting (SESIR).
- Any additional topics (Reports, Presentations, etc.)
- Next meeting date and time
- Adjournment

**Did You Know?**  
All School Improvement information is located on the School Improvement Website @ <https://www.browardschools.com/Page47053>  
**Need School Improvement Help?**  
Contact the School Improvement Team @ (754) 321-3800

**Guide**

Minutes should be aligned to the agenda and include:

• Name of your school, School Advisory Council Meeting (*not SAC Meeting*) as a title, date, time, and location of the meeting.

• If a quorum was met.

• Concise reporting of what took place.

• Actions taken, specific motions, roll call, voting outcomes, etc.

• School Improvement Plan monitoring.

• The Accountability Funds Balance (including any requests, voting for use of and voting results).

• School Environmental Safety Incident Reporting (SESIR).

• Any additional topics (Reports, Presentations, etc.)

• Next meeting date and time

• Adjournment

**Revised Version:**



School Advisory Councils are required to operate under the Sunshine law, (public meetings per Chapter 286, Florida Statutes and public records per Chapter 119, Florida Statutes) which states that meeting minutes must be taken and open to public inspection.

Minutes must be recorded, maintained and posted for public review. SBBC Policy 1403



# Accountability Funds Balance

## **SAC Bylaws, Article VIII: Section A**

A portion of the Education Enhancement Trust Fund (lottery money) is distributed to the school (through the District) for the SAC to use for programs and projects to enhance school performance through the implementation of the SIP.

## **SBBC Policy 1403: Section 10.a.**

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

Do you have a process to request funds?

Is staff aware of the process to request funds aligned to your SIP?

Should your process be revised if you still have a balance?

What's your end-of-year Accountability Funds balance?

Have all approved requests been fulfilled?

What's the plan to close out those requests?

**What is your plan to spend the remaining balance?**



# SAC Reminders

## ✓ Meeting Advertisements

Advertise 3 full workdays in advance to **ALL** stakeholders. **Must** include the agenda per Bylaws Article VI, Section 5.

## ✓ Membership

Changes to your SAC Composition **must** be reflected in the SAC minutes. Fill vacancies per Bylaws Articles III & IV.

## ✓ Meeting Agendas, Attendance and Minutes

Make sure agendas are followed (include SESIR and Accountability Funds balance), attendance is taken and minutes reflect all discussions, motions, and votes per Bylaws Articles III & VI, Section 3.

## ✓ Meeting Quorum

A quorum **must** be met (**50% plus 1 of the total SAC membership**) before a vote may be taken by SAC (approval of minutes, changes in membership, accountability funds, waivers, etc.) per Bylaws Article VI, Section 7.



# SIP Monitoring Tips



## Track Regularly

Track your data, your progress and action steps aligned to your goals

## Identify and Monitor Needs

Continue to monitor academic needs based on your areas of focus/goals. Use data to determine if there is a need to make shifts

## Progress

Communicate your progress with stakeholders

## Staples

Discussions about your School Improvement Plan (SIP) should be staples on your agenda, minutes and in every meeting



# School Advisory Forum (SAF)



# School Advisory Forum (SAF)

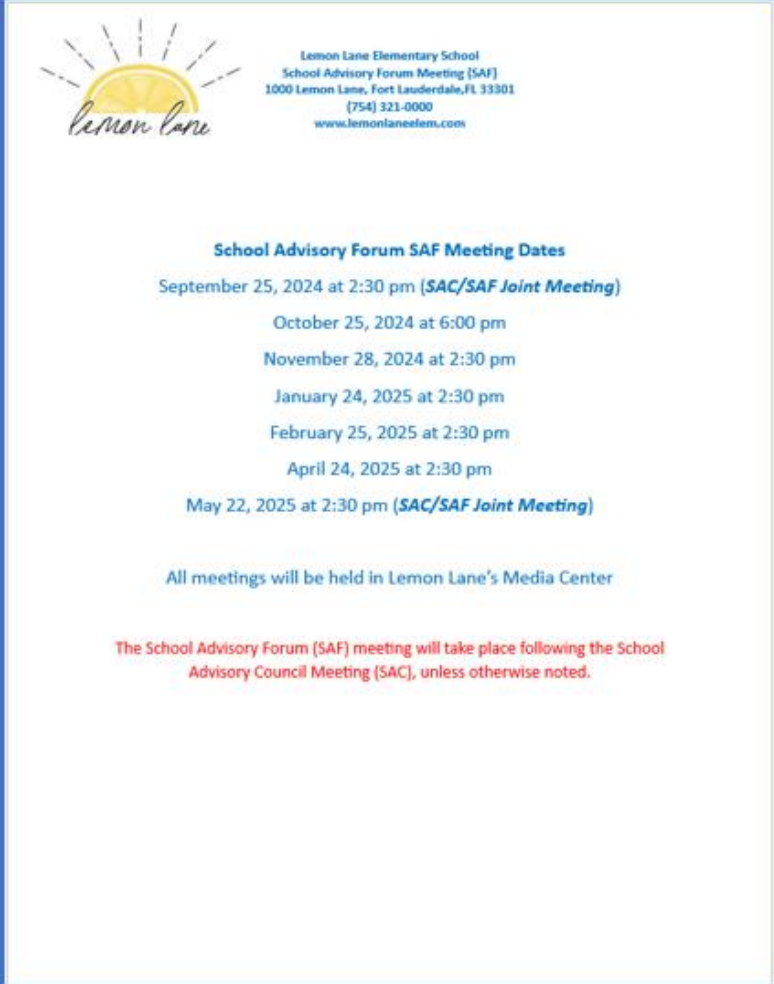
SBBC Policy 1.3: Every school shall have a School Advisory Forum (SAF) that shall foster and promote communication between its stakeholders, the school, and the Region Advisory Council. The SAF shall bring forth recommendations, concerns and interests to and from their Region Advisory Council.





# SAF Meeting Dates

- ❑ The School Advisory Forum (SAF) shall meet regularly.
- ❑ The schedule of meetings for the year should be determined (1<sup>st</sup> and 4<sup>th</sup> weeks of the month – Policy 1164) and published in September.
- ❑ The SAC and SAF will schedule two (2) joint meetings during the school year.
- ❑ The flyer should include:
  - School Name
  - Title “***School Advisory Forum***” not SAF
  - Meeting Dates, Times and Location
  - Indicate the two (2) joint SAC and SAF meeting dates



The flyer is titled "School Advisory Forum Meeting (SAF)" and is for Lemon Lane Elementary School. It lists the following meeting dates and times:

- September 25, 2024 at 2:30 pm (**SAC/SAF Joint Meeting**)
- October 25, 2024 at 6:00 pm
- November 28, 2024 at 2:30 pm
- January 24, 2025 at 2:30 pm
- February 25, 2025 at 2:30 pm
- April 24, 2025 at 2:30 pm
- May 22, 2025 at 2:30 pm (**SAC/SAF Joint Meeting**)

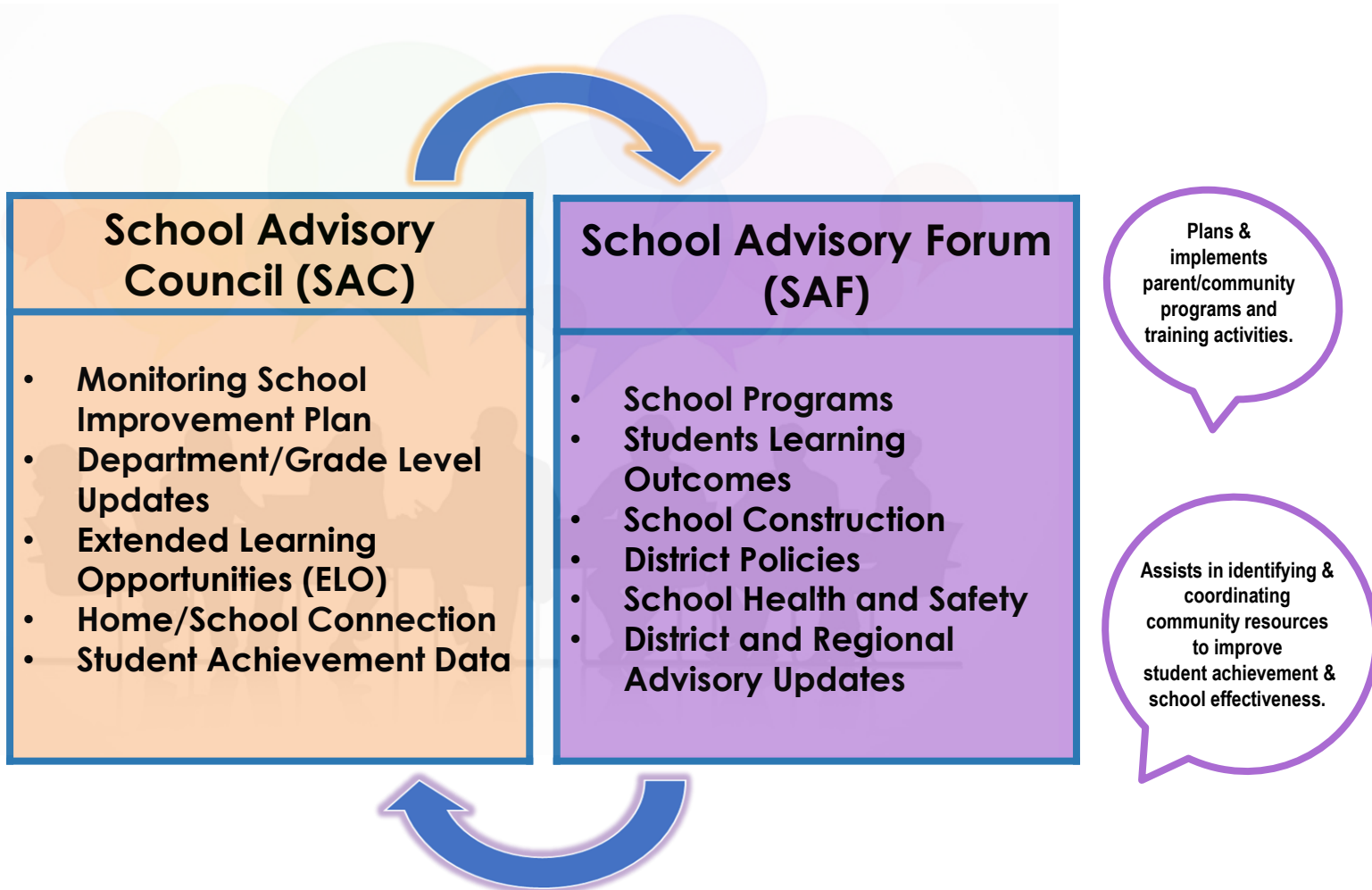
All meetings will be held in Lemon Lane's Media Center.

The School Advisory Forum (SAF) meeting will take place following the School Advisory Council Meeting (SAC), unless otherwise noted.

Contact information:  
Lemon Lane Elementary School  
School Advisory Forum Meeting (SAF)  
1000 Lemon Lane, Fort Lauderdale, FL 33301  
(754) 321-0000  
www.lemonlaneelem.com



# SAC and SAF Meetings



# SAC and SAF Joint Meetings

This is an opportunity for SAC and SAF to collaboratively share information and inform all stakeholders through a joint meeting semi annually.

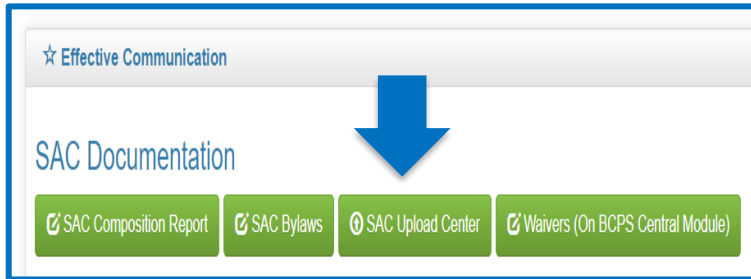
## Possible Topics For SAC/SAF Meetings:

- School Safety
- School Counseling Program
- Schoolwide Positive Behavior Plan
- Social-Emotional Learning
- Multi-tiered System of Support (MTSS)
- Getting Ready for College
- Broward Technical Colleges
- Presentation on Special Projects or Programs



# SAC and SAF Required Uploads

School Advisory Council and School Advisory Forum documents must be maintained and uploaded in the SAC Upload Center.



Upload these documents by **October 7, 2024**.

Upload these meeting documents **monthly** after each SAC and SAF meeting.

*Note: If changes are made to any documents, upload the revised copies upon completion*



# SAC and SAF Upload Tracker

All 1<sup>st</sup> through 4<sup>th</sup> quarter **School Advisory Council (SAC)** and **School Advisory Forum (SAF)** meeting documents must be uploaded as PDFs and remain in the SAC Upload Center in the BCPS Central.

Monthly Meeting Documents	SAC	SAF
Q1 August (Agenda, Minutes and Sign-In Sheets)	✓	✓
Q1 September (Agenda, Minutes and Sign-In Sheets)	✓	✓
Q1/2 October (Agenda, Minutes and Sign-In Sheets)		
Q2 November (Agenda, Minutes and Sign-In Sheets)		
Q2 December (Agenda, Minutes and Sign-In Sheets)		
Q2/3 January (Agenda, Minutes and Sign-In Sheets)		
Q3 February (Agenda, Minutes and Sign-In Sheets)		
Q3 March (Agenda, Minutes and Sign-In Sheets)		
Q4 April (Agenda, Minutes and Sign-In Sheets)		
Q4 May (Agenda, Minutes and Sign-In Sheets)		
Q4 June (Agenda, Minutes and Sign-In Sheets)		



**Per SBBC Policy 1403, these documents must be maintained each month in BCPS Central.**



# Florida School Recognition Program

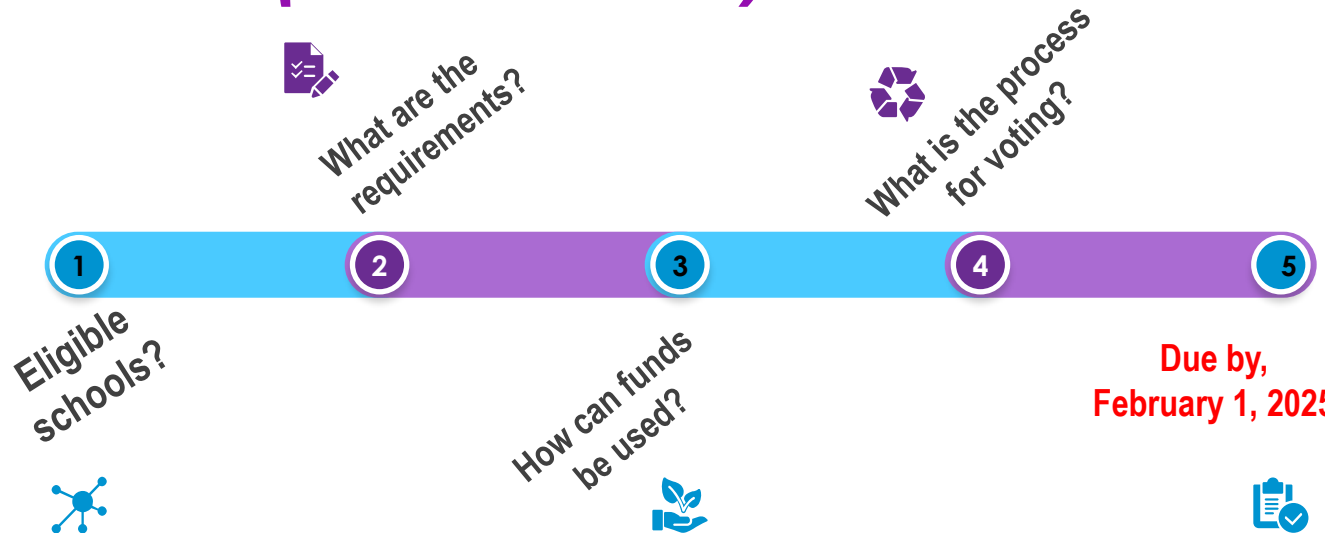


**A+ Funds**

**\*The FLDOE has not released any information about the 2024-2025 process or schools awarded.**



# Florida School Recognition Program (A+ Funds)



*Florida Statute 1008.36* states that, "If school staff and the School Advisory Council cannot reach agreement by February 1<sup>st</sup>, the awards must be equally distributed to all classroom teachers currently teaching in the school." For clarification purposes, a classroom teacher is one who is assigned to a classroom with students on a daily basis.



# Steps to Prepare

1

## Meet with your Administrator to:

- Determine a process & timeline for completion **by February 1, 2025.**
- Visit our website to review the 2023-2024 A+ Funds information and resources (**Subject to change**).
- Identify a process for gathering and submitting proposals from staff to SAC.
- Identify point people & process for the staff vote and ballot counting.

2

## 2024-2025 Staff Roster

- Use as a reference document to show current eligible voters.

## 2023-2024 Staff Roster

- Use as a reference document to identify the previous year's staff.

3

## Schedule/Identify your meeting dates for:

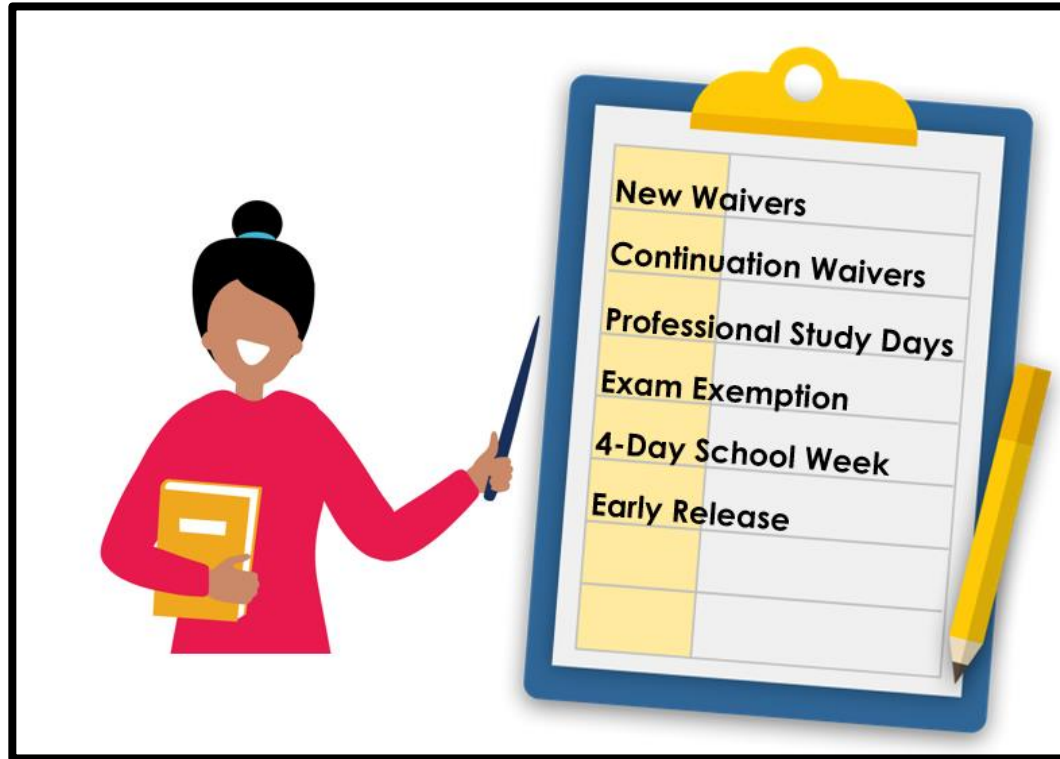
- **SAC Meeting(s)** - to develop proposals and ballot.
  - Additional meeting dates may need to be scheduled.
- **Staff Advertisement** - to distribute the proposals and announce the date for the staff vote.
- **Staff Meeting** - to vote on proposals.
  - If the vote fails, SAC to restarts the process of developing proposals and a ballot.

**Complete the process by February 1, 2025.**





# Waivers



# What is a Waiver?

A formal request to modify school district policy or contract governed by Florida statute, Board policy and BTU contract.

## Waivers Must:

- Support the District's Strategic Plan
- Be cost neutral and equitable to all students
- Be focused on improved performance
- Be shared with the community
- Be approved by a minimum two thirds (66 2/3%) faculty vote or affected departments/grade levels




## Examples

- ✓ Professional Study Days
- ✓ Exam Exemptions
- ✓ Early Release Days
- ✓ Four Day School Week



# New Waiver Process



## New Waiver Process and Procedures

Kelli S. Blackburn, School Improvement Coordinator

Florida Statute 1001.42 and SBBC Policy 1403 provide opportunities for schools to waive District policy, approved School Board guidelines and contract items that may create barriers to successful implementation of the School Improvement Plan (SIP) objectives.


Use this document, along with the New Waiver Process Checklist and the New Waiver Application SIP Site to ensure a successful process. All guidance documents are available on the [School Improvement Website](#). \*Email all required documents as PDFs to Kelli Blackburn, School Improvement Coordinator and Jamillah Shakir, **no later than one (1) week after each SAC/Community meeting or faculty vote.**

**Note:** For items below with a blue star (\*), refer to with the New Waiver Process Checklist for detailed instructions.

Month	New Waiver Process and Procedures
August - October	<p><b>1. New Waiver Baseline Data</b></p> <ul style="list-style-type: none"> <li>Collect baseline data for the new waiver request for all affected departments, subject areas and/or grade levels.</li> <li>Present baseline data to the School Advisory Council (SAC) and faculty.</li> </ul> <p><b>2. School Advisory Council (SAC) Meeting</b> (Agenda must include "New Waiver" as a topic.)</p> <ul style="list-style-type: none"> <li>New waiver requests must be initiated and discussed by the SAC at a regularly scheduled meeting.</li> <li>All waivers must be cost neutral and cannot waive State Statute.</li> <li>Present baseline data and complete the New Waiver Intent to Apply Form.</li> <li>* Advertise the meeting, record minutes, take attendance and email all meeting documents to the School Improvement Office.</li> </ul>
November	<p><b>3. New Waiver Intent to Apply Form</b> (<a href="https://www.browardschools.com/Page/2493">https://www.browardschools.com/Page/2493</a>)</p> <ul style="list-style-type: none"> <li>Download, complete and email the New Waiver Intent to Apply Form per the directions on the form.</li> <li>Upon review of the Intent to Apply, it will be returned to the school with the signature of the school improvement coordinator, along with a decision indicating if the waiver request is supported to continue with the process.</li> <li>If the new waiver is supported to continue, the school will receive a <b>New Waiver Checklist</b>, which maps out the school's new waiver process. Complete and email the checklist to the School Improvement Office per the directions on the form.</li> </ul>
November - January	<p><b>4. Community Meeting to Discuss the New Waiver Request</b></p> <ul style="list-style-type: none"> <li>Policy requires at least one advertised open community meeting to be scheduled <b>before</b> the faculty vote for the sole purpose of presenting the waiver. The principal and SAC Chair/Co-Chairs must attend. This should not be a SAC or SAF meeting.</li> <li>Community feedback should be charted at the meeting, recorded in the minutes and shared at the next SAC meeting.</li> <li>* Advertise the meeting, record minutes, take attendance and email all meeting documents to the School Improvement Office.</li> </ul>
January	<p><b>5. School Advisory Council (SAC) Meeting</b> (Agenda includes "New Waiver Vote" as a topic)</p> <ul style="list-style-type: none"> <li>Any matter scheduled to come before SAC for a vote requires <b>at least three (3) full business/work days advanced written notice</b> to all SAC members and all stakeholders must be notified of the meeting.                             <ul style="list-style-type: none"> <li>Items requiring a vote must be included on the agenda with voting scheduled early during the meeting.</li> <li>A quorum (51% or more of SAC members) must be physically present at the meeting for voting to take place.</li> <li>Must be a Roll Call vote.</li> </ul> </li> <li>The community meeting input is presented. Upon discussion, SAC has the option to approve the waiver request as originally written, revise it per community input or vote not to pursue the waiver.</li> <li>The new waiver SAC vote must be reflected in the minutes, which should include:                             <ul style="list-style-type: none"> <li>A brief description of the discussion, the motions (1<sup>st</sup> &amp; 2<sup>nd</sup>), names of motion makers, the number of Yes and Nay votes and the outcome of the vote.</li> <li>If SAC votes to go forward with the new waiver, a ballot for the faculty vote must also be created/approved.</li> </ul> </li> <li>* Advertise the meeting, record minutes, take attendance and email all meeting documents to the School Improvement Office.</li> </ul>

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 SBBC Policy 1403, School Accountability and Improvement (Subject to the requirements for new and continuation waivers.)  
 SBBC Policy 1403, School Accountability and Improvement (Subject to the requirements for new and continuation waivers.)

3/10/23



## New Waiver Process Checklist

Kelli S. Blackburn, School Improvement Coordinator

**Directions:** Upon completion, \*email all required documents as PDFs to the School Improvement Coordinator, Kelli Blackburn and Jamillah Shakir, **no later than one (1) week after each action below.** Refer to the New Waiver Process and Procedures document for specific information related to this checklist on our website at <https://web01.browardschools.com/hsq/hsqna-central@hoin.asp>

Timeline	Action (Must happen in the order presented)	Required Documents (Call phone photos of documents will not be accepted)	Completed	*Emailed (No later than 1 week after action)
August - September	<p><b>1. New Waiver Baseline Data</b></p> <p>Schools should collect baseline data for all affected departments and/or grade levels to support a need for the waiver.</p>	*No Documents Required – Present baseline data during SAC meeting (#2 below)		
September - October	<p><b>2. School Advisory Council (SAC) Meeting</b></p> <p>Baseline data must be reviewed by the SAC in a meeting to discuss the need for a waiver.</p> <p><b>**Advertise meeting to all stakeholders at least three (3) full business/workdays prior to the meeting/vote.</b></p>	<p>Meeting Advertisement w/Agenda</p> <ul style="list-style-type: none"> <li>At least 2 forms of advertisement (School website, newsletter, email, marquee, Parent Link, etc.)</li> <li>Must include agenda, date, time and location of meeting</li> </ul> <p>Agenda</p> <ul style="list-style-type: none"> <li>"New Waiver" is listed as a topic</li> </ul> <p>Minutes</p> <ul style="list-style-type: none"> <li>Must reflect the discussion of new waiver request and supporting baseline data</li> </ul> <p>Sign-In Sheets</p> <ul style="list-style-type: none"> <li>For SAC members and guests from SCPS Central only</li> </ul>		
November	<p><b>3. New Waiver Intent to Apply Form</b></p> <p>Complete and *email the form by the deadline.</p> <p><b>3a. District Response</b></p>	<p>New Waiver Intent to Apply Form</p> <ul style="list-style-type: none"> <li>Email completed form by <b>Thursday, November 5, 2023</b></li> </ul>		
November - January	<p><b>4. Community Meeting</b></p> <p>Schedule and advertise an open community meeting for the sole purpose of reviewing the new waiver request. (This is not a SAC or SAF meeting.) Policy requires at least one community meeting to be scheduled. The Principal &amp; SAC Chair must attend.</p> <p><b>**Advertise meeting to all stakeholders at least three (3) full business/workdays prior to the meeting/vote.</b></p>	<p>Meeting Advertisement w/Agenda</p> <ul style="list-style-type: none"> <li>At least 2 forms of advertisement (School website, newsletter, email, marquee, Parent Link, etc.)</li> <li>Must include agenda, date, time and location of meeting</li> </ul> <p>Agenda</p> <ul style="list-style-type: none"> <li>"New Waiver" is listed as a topic</li> </ul> <p>Minutes</p> <ul style="list-style-type: none"> <li>Must reflect the community's feedback</li> </ul> <p>Sign-In Sheets</p> <ul style="list-style-type: none"> <li>For all attendees</li> </ul>		
January	<p><b>5. School Advisory Council (SAC) Meeting</b></p> <p>SAC votes on the need for a new waiver and creates the faculty new waiver ballot.</p> <p>Any matter scheduled to come before the SAC for a vote requires <b>at least three (3) full business/work days advanced written notice to all SAC members.</b></p> <p><b>**Advertise meeting to all stakeholders at least three (3) full business/workdays prior to the meeting/vote.</b></p>	<p>Meeting Advertisement w/Agenda</p> <ul style="list-style-type: none"> <li>At least 2 forms of advertisement (School website, newsletter, email, marquee, Parent Link, etc.)</li> <li>Must include agenda, date, time and location of meeting</li> </ul> <p>Agenda</p> <ul style="list-style-type: none"> <li>"New Waiver Vote" is listed as a topic</li> </ul> <p>Minutes</p> <ul style="list-style-type: none"> <li>Must reflect the discussion and SAC's vote (include the motion, names of motion makers, the number of Yes and Nay votes and outcome of the vote)</li> </ul> <p>Sign-In Sheets</p> <ul style="list-style-type: none"> <li>For SAC members and guests from SCPS Central only</li> </ul>		

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 SBBC Policy 1403, School Accountability and Improvement (Subject to the requirements for new and continuation waivers.)

7/26/2023



# New Waiver Timeline

**Feb. – May**

District Waiver Review Panel and Board Approval

**By Jan. 31**

**Dec. - Jan. 31**

**Nov. – Dec.**

**Oct. - Nov. 1**

**★ Aug. – Nov.**

## **SAC Meeting**

Identify need, discuss data and rationale, develop waiver request

## **Intent to Apply Form**

Complete and email; District approves or denies waiver moving forward

## **Community Meeting for Waiver**

Advertise meeting, review waiver request, get feedback, share with SAC

## **School Advisory Council Meeting**

Share community feedback, vote on waiver, create faculty ballot (if approved by SAC)

## **Faculty Vote**

Conduct vote, 66 2/3% must approve waiver

## **Community Endorsement Waiver Meeting**

Advertise meeting, review waiver request updates, get feedback


## **Waiver Application**

Complete in database, email copy to School Improvement

**Due Date:**

**Friday, January 31, 2025**

# Continuation Waiver Process



## Continuation Waiver Process and Procedures

Kelli S. Blackburn, School Improvement Coordinator

Waiver requests may be approved by the Board for a five-year period contingent upon rigorous evaluation of the results. The school must conduct a faculty vote annually to approve the continuation of the waiver by a two-thirds (66 2/3%) approval vote.


Use this document along with the Continuation Waiver Process Checklist and the SIP-BISD Continuation Waivers guidance resources to ensure a successful process. All guidance documents are available on the [School Improvement Website](#) under the Waivers tab. \*Email all required documents as PDFs to the School Improvement Coordinator, Kelli Blackburn and Jamillah Shakir, no later than one (1) week after each continuation waiver action.

**Note:** For items below with a blue star (★), refer to the Continuation Waiver Process Checklist for detailed instructions.

Month	Continuation Waiver Process and Procedures
August - January	<b>1. Continuation Waiver Data Collection</b> <ul style="list-style-type: none"> <li>The school must collect appropriate data to evaluate the effectiveness of the waiver. Present this data to the School Advisory Council (SAC) and faculty.</li> </ul>
January - February	<b>2. School Advisory Council Evaluation of Data and Ballot Approval</b> (Agenda must include "Continuation Waiver" as a topic) <ul style="list-style-type: none"> <li>Any matter scheduled to come before SAC for a vote requires <b>at least three (3) full business/workdays advanced written notice</b> to all SAC members, and all stakeholders must be notified of the meeting.               <ul style="list-style-type: none"> <li>Items requiring a vote must be included on the agenda with voting scheduled early during the meeting.</li> <li>A quorum (51% or more of total SAC members) must be physically present at the meeting for voting to take place.</li> </ul> </li> <li>SAC must review the evaluation data and approve the continuation waiver ballot.</li> <li>The minutes must reflect the discussion and approval of the continuation waiver ballot.</li> <li>★ Advertise the meeting, record minutes, take attendance and email all meeting documents to the School Improvement Office.</li> </ul>
February - March	<b>3. Faculty Vote</b> <ul style="list-style-type: none"> <li>Each year, in order to continue the waiver, the waiver is presented to the faculty for their vote. The process for conducting the faculty vote is detailed in <b>Article 15 of the Broward Teachers Union (BTU) Contract</b>.</li> <li>The continuation waiver with evaluation data and the ballot must be presented to the faculty <b>in writing at least three (3) full business/workdays before the secret ballot vote is conducted</b>.</li> <li>The faculty vote should be conducted through secret ballot by a bargaining unit representative, who shall be chosen by the faculty.</li> <li>A current faculty roster for the school year should be used to identify eligible voters.</li> <li>All faculty members affected by the continuation waiver must be physically present to vote and sign the faculty roster (sign-in sheet) next to their names.</li> <li>Absent employees, who return to work no later than one (1) business/workday after the election, may procure an absentee ballot at the school, fill it out and turn it in to the BTU Steward.</li> <li>★ Advertise the faculty vote, include the data and ballot, have voters sign the faculty roster and email all meeting documents to the School Improvement Office.</li> </ul>
February - March	<b>4. Faculty Vote Results</b> <ul style="list-style-type: none"> <li>Waivers must be approved by two-thirds (66 2/3%) of all faculty members. If a waiver does not affect the entire school, it must be approved by two-thirds (66 2/3%) of the affected departments and/or grade levels.</li> <li>★ Once the results are tabulated, complete the Faculty Waiver Vote Summary Sheet. The number faculty votes and signatures must match.</li> </ul>

[Click Here to Download Continuation Waiver Process and Procedures](#) (includes the requirements for developing a waiver)  
[Click Here to Download Checklist for School Improvement and Assessment \(includes information for use and continuation waiver\)](#)  
[SIP-BISD Waiver Application](#) (includes the process for the faculty to vote on a waiver)

8/1/2023



## Continuation Waiver Checklist

Kelli S. Blackburn, School Improvement Coordinator

**Directions:** Upon completion, email all required documents as PDFs to Kelli Blackburn, the School Improvement Coordinator and Jamillah Shakir, no later than one (1) week after each action below. Refer to the Continuation Waiver Process and Procedures document for specific information related to this checklist posted on our website at <https://www.knowyourschools.com/Pages/75407>

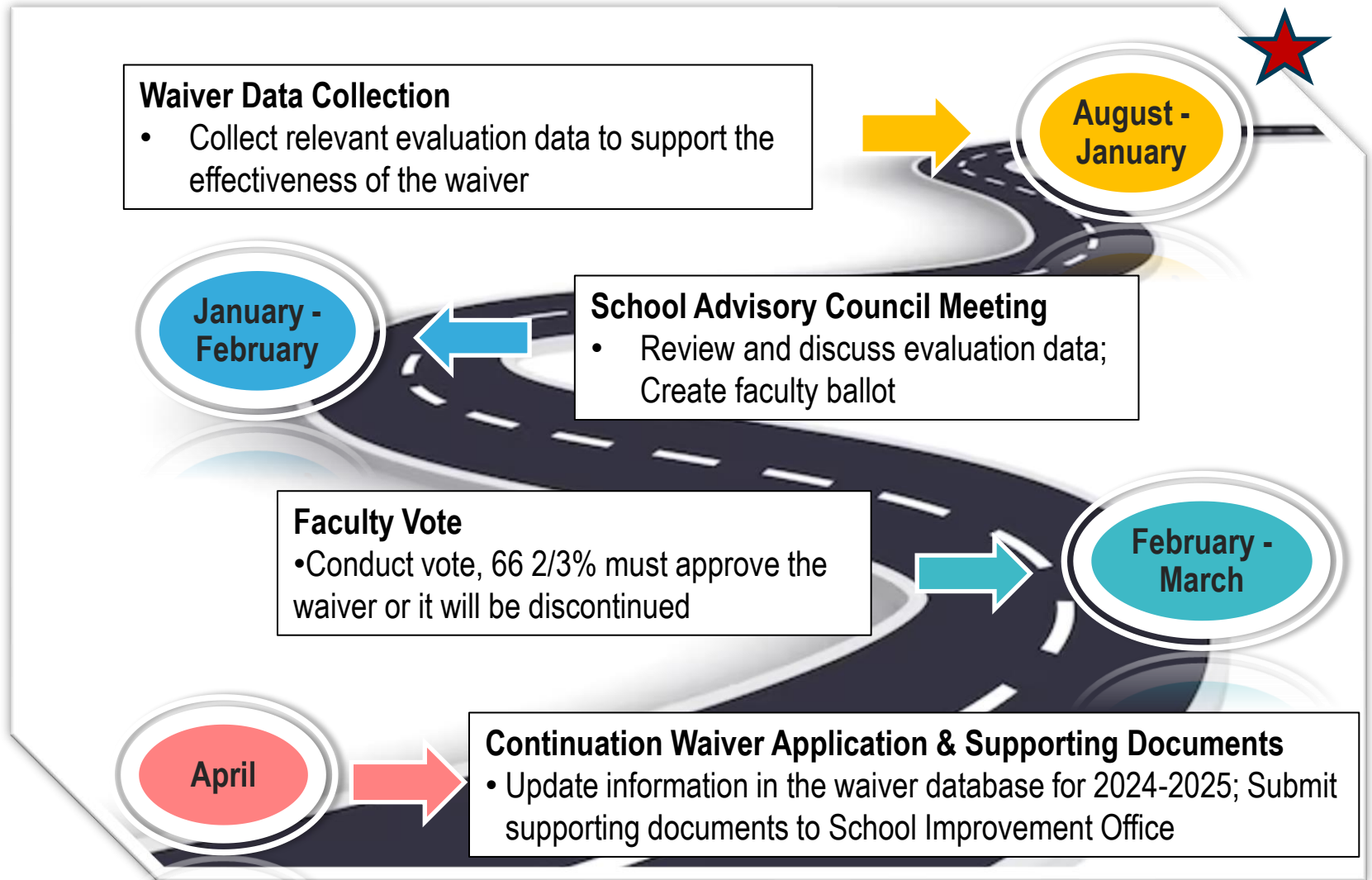
Timeline	Action (Must happen in the order presented)	Required Documents (Cell phone scanned documents or photos of documents will not be accepted.)	Completed	*Emailed (no later than 1 week after action)
August - January	<b>1. Continuation Waiver Data Collection</b> Schools should collect evaluation data for the existing waiver for all affected departments, grade levels, subject areas, etc. to support the effectiveness of the waiver.	*No Documents Required - Present baseline data during SAC meeting (#2 below).		
January - February	<b>2. School Advisory Council (SAC) Evaluation of Waiver Data and Ballot Approval</b> SAC evaluates the effectiveness of the waiver per the data and approves the faculty vote ballot. (SAC does not vote to approve the continuation waiver. It has already been approved for 5 years). <b>**Advertise meeting to all stakeholders at least three (3) full business/workdays prior to the meeting/vote.</b>	<b>Meeting Advertisement w/Agenda</b> <ul style="list-style-type: none"> <li>At least 2 forms of advertisement (School website, newsletter, email, marquee, Parent Link, etc.)</li> <li>Must include agenda, date, time and location of meeting</li> </ul> <b>Agenda</b> <ul style="list-style-type: none"> <li>"Continuation Waiver Ballot" is shown as a topic</li> </ul> <b>Minutes</b> <ul style="list-style-type: none"> <li>Must reflect discussion of continuation waiver, supporting evaluation data and waiver ballot creation</li> </ul> <b>Sign-In Sheets</b> <ul style="list-style-type: none"> <li>For SAC members and guests</li> </ul>		
February - March	<b>3. Faculty Vote</b> The process for conducting the faculty vote is detailed in <a href="#">Article 15 of the BTU Contract</a> . <b>**Advertise meeting in writing from to all faculty members at least three (3) full business/workdays prior to the meeting/vote.</b> <b>Note:</b> If the faculty votes to discontinue the waiver, this process must be followed to the end.	<b>Written Meeting Advertisement to Faculty</b> (via email, posted notice, etc.) <ul style="list-style-type: none"> <li>Must include purpose of vote (e.g., voting to continue waiver), copy of Continuation Waiver Ballot, date, time and location of meeting</li> </ul> <b>2023-2024 Faculty Roster of Eligible Voters</b> <ul style="list-style-type: none"> <li>All faculty members that vote must sign next to their names on the faculty roster (only signatures will be accepted).</li> </ul> <b>Continuation Waiver Faculty Ballot</b> <ul style="list-style-type: none"> <li>A copy of the Continuation Waiver ballot</li> </ul>		
February - March	<b>4. Faculty Vote Results</b> Waivers must be approved by two-thirds (66 2/3%) of all faculty members or two-thirds (66 2/3%) of all affected departments and/or grade levels.	<b>Faculty Waiver Vote Summary Sheet</b> <ul style="list-style-type: none"> <li>Each section of the form (posted on our website) must be completed and must have all the required signatures.</li> </ul>		
April	<b>5. Updated Continuation Waiver Application</b> Follow the directions in the Continuation Waiver SIP-BISD resource to update your original waiver application (do not open a new waiver application).	<b>Continuation Waiver Application</b> <ul style="list-style-type: none"> <li>Complete the application, download it and email a copy by Friday, April 12, 2024.</li> <li>If the faculty voted to discontinue the waiver, complete that additional section of the application (PSD - section XIV and Other Waivers - section XI)</li> </ul>		
January - April	<b>6. Waiver Feedback</b>	No Documents Required - Schools will receive feedback related to the continuation application and supporting documentation as it is submitted via email following each action.		

[Click Here to Download Continuation Waiver Checklist](#) (includes the requirements for developing a waiver)  
[Click Here to Download Checklist for School Improvement and Assessment \(includes information for use and continuation waiver\)](#)  
[SIP-BISD Waiver Application](#) (includes the process for the faculty to vote on a waiver)

8/1/2023



# Continuation Waiver Timeline



**Due Date: Friday, April 11, 2025**



# Waiver Resources

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## **Process and Procedures**

Provide ordered steps (actions) that must be followed throughout the process in a timeline format.

## **Checklists**

Help schools plan, prioritize and meet requirements timely throughout the process.

## **SIP Bites**

Provide detailed directions to complete the waiver application in the online database.

## **Statute, Policy, Contract**

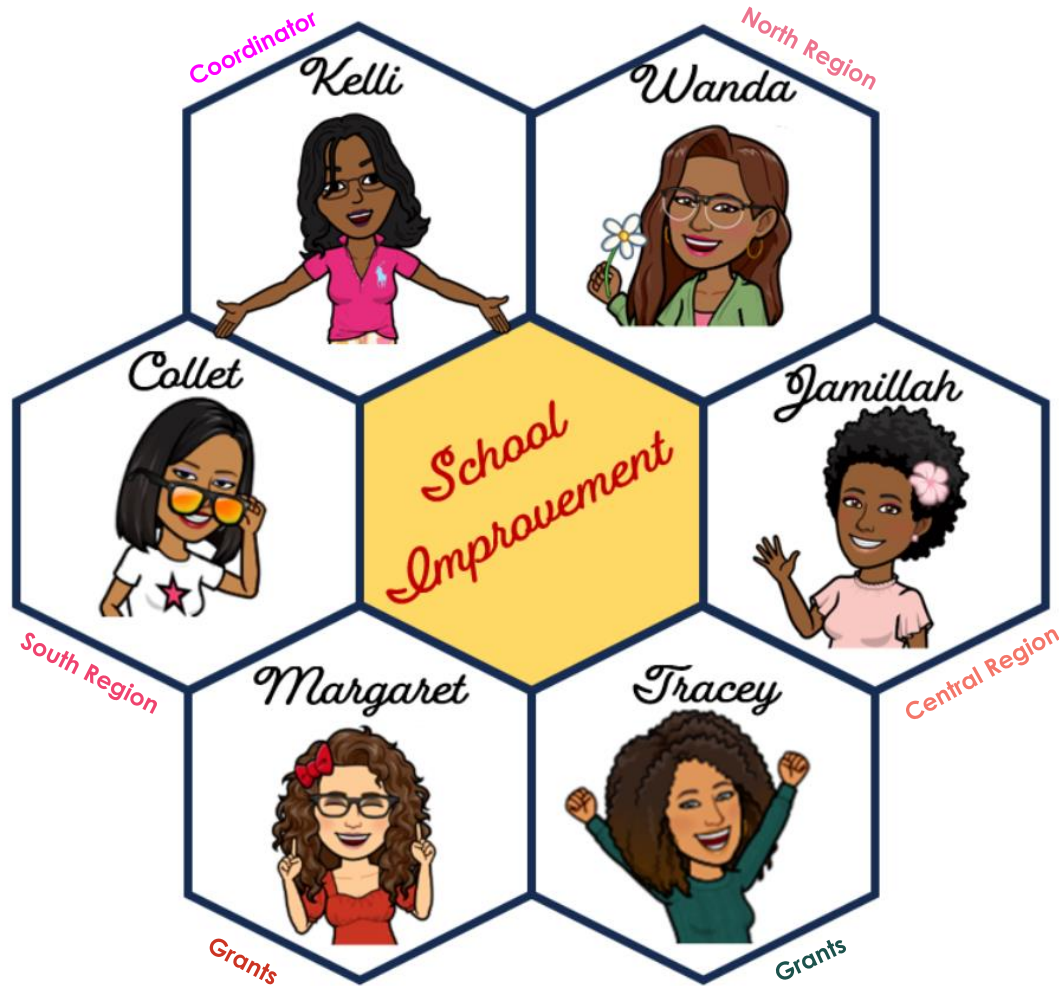
Information aligned to the statutes, policies and labor contracts for waivers

## **Faculty Vote**

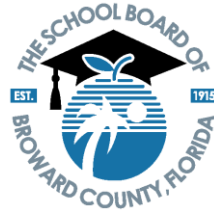
Sample faculty ballots for PSD and Exam Exemption waivers; Faculty vote summary sheet



# School Improvement Team







Lori Alhadeff, Chair  
Debra Hixon, Vice Chair

Torey Alston  
Brenda Fam, Esq.  
Daniel P. Foganholi  
Dr. Jeff Holness  
Sarah Leonardi  
Nora Rupert  
Dr. Allen Zeman

Dr. Howard Hepburn  
Superintendent of Schools

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or email [eeo@browardschools.com](mailto:eeo@browardschools.com).

[browardschools.com](http://browardschools.com)



# How are you feeling?

Choose a picture and drop the number in the chat!

"I got this!"



1

"Wait, what?"



2

"Wow!"



3

"I'm frazzled,  
but I think I  
have it."



4

"Ahhhhh!"



5

