

# MASTER PLAN Student Support Initiatives

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DEPARTMENT(S): Diversity, Cultural Outreach & Prevention

Course Group #: 10454522

This program is designed to provide educators with knowledge of mandated policies, skills, competencies, resources, and support practices necessary to effectively apply their understanding of Prevention Education, Prevention Services & Cultural Competency.

The goal of initiating Prevention Education in all of BCPS will transform the school climate where students feel safe, positive, and motivated to learn.

Information will be provided that will raise awareness and also teach instructional strategies, and practices related to diversity, racism, stereotypes, inclusion, equity and respect, which will contribute to increased academic achievement and a more inclusive school climate.

#### 1. COMPONENT: Violence Prevention

**1.1 DESIRED OUTCOME**: Participants will be able to effectively communicate and engage students with knowledge and skills to avoid risky and unhealthy behavior's related to bullying and violence prevention, policies and procedures.

	revention, policies and	Î	
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collects and analyzes	Collects student data	Reviews results of	Receives data from
current student	from three forms of	student data	colleagues,
assessment results	assessments.	collected from	Does not use data to
from multiple		colleagues.	determine student
sources.	Shares and discusses		needs and learning.
Correlates data with	student data with	Fails to make the	
appropriate	colleagues to predict	connection between	
prevention	and determine	student needs and	
curriculum/	student needs,	learning.	
strategies.	modifies instruction		
	as needed.		
Facilitates and			
supports colleagues			
to identify trends,			
patterns and root			
causes using multiple			
sources of data.			
Plans, prepares and	Teachers plan and	Implementation is	No planning or
implements	prepare facilitation	inconsistent.	implementation.
prevention	of prevention		
curriculum with	strategies.		
fidelity.			
77	m 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	D	N. D
Monitors progress,	Teacher keeps data	Data collection is	No Data is collected
implementation and	on strategies but	inconsistent or too	or analyzed.
effectiveness using	does not evaluate for	infrequent for	
multiple sources of	effectiveness or	meaningful use.	
formative data	need for		
(quarterly) to	modification of		
analyze change in	strategies.		
student behaviors.			

	D	ata Col	llection Plan		
What type of data	What sources of data will help the	Are the data available or do new	Where are these data	Who will be responsible	When will
collected?	investigation?	data need to be collected?	located?	for collecting these data?	collected?
Youth	Data from the	Yes	BCPS via	Violence	*Annually,
health-risk behaviors, risk	District Prevention		browardprevention.org	Prev Team	FYSAS and YRBS is
and protective	Assessment		Center for Disease	Tealli	administer
factors for	(DPA), Florida		Control (CDC) website		ed every
prevalence.	Youth				other year
	Substance		Florida Dept. of		
	Abuse Survey		Children and Families		Summative
	(FYSAS), Youth at Risk		(DCF)		data collection,
	Behavior		FYSAS-web/and		annually.
	Survey (YARBS), and		browardprevention.org		, and the second
	*Annual Customer		DPA-Internal server.		
	Survey				
	Formative				
	data to				
	determine				
	change in student				
	behaviors,				
	quarterly.				

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	Records/reports, portfolio, lesson plans, observations, rubrics	Test/Assessments
Leadership Practices	Portfolios	Focus groups
Collaboration Practices	Webinars, video conferencing, brainsharks, interviews, conference calls	School Climate Survey, Print Media

### 2. COMPONENT: Substance Abuse Prevention

**DESIRED OUTCOME**: Participants will be able to effectively communicate and engage students with knowledge and skills to avoid risky and unhealthy behaviors, in regard to alcohol use and abuse, under age drinking, tobacco, and other drugs.

alconor use and abuse,	alconol use and abuse, under age drinking, tobacco, and other drugs.						
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1				
Collects and analyzes current student assessment results from multiple sources. Correlates data with appropriate prevention curriculum/strategies.  Facilitates and supports colleagues to identify trends, patterns and root causes using multiple sources of data.	Collects student data from three forms of assessments.  Shares and discusses student data with colleagues to predict and determine student needs, modifies instruction as needed.	Reviews results of student data collected from colleagues.  Fails to make the connection between student needs and learning.	Receives data from colleagues, Does not use data to determine student needs and learning.				
Plans, prepares and implements prevention curriculum with fidelity.	Teachers plan and prepare facilitation of prevention strategies.	Implementation is inconsistent.	No planning or implementation.				
Monitors progress, implementation and effectiveness using multiple sources of formative data (quarterly) to analyze change in student behaviors.	Teacher keeps data on strategies but does not evaluate for effectiveness or need for modification of strategies.	Data collection is inconsistent or too infrequent for meaningful use.	No Data is collected or analyzed.				

	Data Collection Plan						
W	What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?	

Youth	Data from the	Yes	BCPS via	Subst.	*Annually,
health-risk	District		browardprevention.org	Abuse	FYSAS and
behaviors, risk	Prevention			Prev.	YRBS is
and protective	Assessment		CDC website	Team	administer
factors for	(DPA), Florida				ed every
substance	Youth		Florida Dept. of		other year
abuse, and	Substance		Children and Families		
prevalence.	Abuse Survey				Summative
	(FYSAS),		FYSAS-web/and		data
	Florida Youth		browardprevention.org		collection,
	at Risk				annually
	Behavior		DPA-Internal server		
	Survey				
	(YRBS), and				
	*Annual				
	Customer				
	Survey.				
	Formative				
	data to				
	determine				
	change in				
	student				
	behaviors,				
	quarterly				

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	Records/reports, portfolio,	Test/Assessments
	lesson plans, observations,	
	rubrics	
Leadership Practices	Portfolios	Focus groups
Collaboration Practices	Webinars, video conferencing,	School Climate Survey, Print
	brainsharks, interviews,	Media
	conference calls	
Student Learning	Focus groups, quizzes, special	DPA
	projects, suggestion box, work	
	samples	

## 3. COMPONENT: Behavior and Instructional Strategies

**DESIRED OUTCOME**: Participants will be able to effectively manage student behaviors, individually or in groups, by implementing evidence-based strategies. Participants will be able to engage students in the learning process using positive instructional and behavioral strategies.

strategies.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collects and analyzes	Collects student data	Reviews results of	Receives data from
current student	from three sources.	student data	colleagues,
assessment results		collected from	Does not use data to
and correlates data	Shares and discusses	colleagues.	determine student
with appropriate	student data with		needs and learning.
prevention	colleagues to predict	Fails to make the	
strategies, behavior	and determine	connection between	
management, and	student needs,	student needs and	
instructional	modifies instruction	learning.	
strategies.	as needed.	_	
Facilitates and			
supports colleagues			
to identify trends,			
patterns and root			
causes using four or			
more sources of data.			
Plans, prepares and	Teachers plan and	Implementation of	No planning or
implements behavior	prepare for	instructional,	implementation of
management,	implementation and	behavioral and	instructional,
prevention	facilitation of	prevention strategies	behavioral and
strategies, and	instructional,	is inconsistent.	prevention strategies.
instructional	behavioral and		
strategies with	prevention		
fidelity.	strategies.		
Monitors progress,			
implementation and	Teacher keeps data		
effectiveness using	on strategies but		
multiple sources of	does not evaluate for		
formative data and	effectiveness or need	Data collection is	No data is collected or
strategies (quarterly)	for modification of	inconsistent or too	analyzed.
to analyze change in	strategies.	infrequent for	
student behaviors.		meaningful use.	

		Data C	ollection Plan		
What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Survey (student safety concerns and school climate)  Behavior and discipline data  Teacher Proficiency Rubrics	Youth at Risk Behavior Survey (YRBS),  Annual Customer Survey  Discipline data via school office, data warehouse, referrals, district suspensions, classroom data  Teacher data  Formative data to determine change in student behaviors, quarterly	Yes	BCPS via browardprevention. org  CDC website  Florida Dept. of Children and Families  FYSAS-web/and browardprevention. org  DPA-Internal server  District Warehouse Assessment and Research Department website	Positive Behavior Team  District Discipline Management Systems	*Annually, FYSAS and YRBS is administer ed every other year  Summative data collection, annually  Teacher data collected monthly  Annually

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	Focus groups, interviews, reports, portfolio, lesson plans, observations, and rubrics	Professional Learning Communities Summative Rubric, District Prevention Assessment
Leadership Practices	Portfolios, focus groups, interviews, reports, portfolio, lesson plans, observations, rubrics	Professional Learning Communities Summative Rubric, District Prevention Assessment, Youth Risk Behavior Survey, Florida Youth Substance Abuse Survey, Annual Customer Survey
Collaboration Practices	Professional Learning Communities, structured discussions, webinars, video conferencing, brainsharks, interviews, conference calls	Professional Learning Communities Summative Rubric, District Prevention Assessment, Youth Risk Behavior Survey, Florida Youth Substance Abuse Survey, Annual Customer Survey
Student Learning	Focus groups, quizzes, special projects, structured discussions, rubrics	District Prevention Assessment, Youth Risk Behavior Survey, Florida Youth Substance Abuse Survey, Annual Customer Survey

# 3. COMPONENT: Behavior and Instructional Strategies (Prevention Liaison's)

**DESIRED OUTCOME**: Participants will be able to effectively provide on-going support via professional development to staff, students, and parents. Empowering stakeholders and promoting a positive school culture to ensure student safety and other essential supports for academic success. Including character education school-wide/classroom infusion.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collects and analyzes	Collects student data	Reviews results of	Receives data from
current student	from three sources.	student data	
assessment results	if official ee sources.	collected from	colleagues, Does not use data to
and correlates data	Shares and discusses		determine student
	student data with	colleagues.	needs and learning.
with appropriate		Fails to make the	lieeus and learning.
prevention curriculum/	colleagues to predict and determine	connection between	
•		student needs and	
strategies.	student needs, modifies instruction	learning.	
Facilitates and	as needed.	learning.	
supports colleagues	as needed.		
to identify trends,			
patterns and root			
causes using four or			
more sources of data.			
more sources of data.			
Plan, prepare and			
implement			
prevention			
curriculum with			
fidelity.			
nacity.			
Monitors progress,	Teachers plan and	Implementation is	No planning or
implementation and	prepare facilitation	inconsistent.	implementation.
effectiveness using	of prevention		F
multiple sources of	strategies.		
formative data			
(quarterly) to			
analyze change in			
student behaviors.			

End Goal of Ini	tiative	Data	<b>Collection Plan</b>		
What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Youth health-risk behaviors, risk and protective factors for prevalence	Data from the District Prevention Assessment (DPA), Florida Youth Substance Abuse Survey (FYSAS), Youth at Risk Behavior Survey (YARBS), and *Annual Customer Survey Formative data to determine change in student behaviors, quarterly	Yes	BCPS via browardprevention.org  CDC website  Florida Dept. of Children and Families  FYSAS-web/and browardprevention.org  DPA-Internal server	Prevention Liaison Coordinator	*Annually, FYSAS and YRBS is administered every other year  Summative data collection, annually

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	Records/reports, portfolio, lesson plans, observations, rubrics	Test/Assessments
Leadership Practices	Portfolios	Focus groups
Collaboration Practices	Webinars, video conferencing, brainsharks, interviews, conference calls	School Climate Survey, Print Media
Student Learning	Focus groups, quizzes, special projects, suggestion box, work samples	DPA

### 4. COMPONENT: Health and Wellness

**DESIRED OUTCOME**: Participants will be able to effectively engage and communicate to students the knowledge and skills they need to avoid risky and unhealthy behavior including: sexual, mental and physical health.

sexual, mental and pny	Sical fleatur.		
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Collects and analyzes	Collects student data	Reviews results of	Receives data from
Current student	from three sources.	student data	colleagues,
assessment results		collected from	Does not use data to
and correlates data	Shares and discusses	colleagues.	determine student
with appropriate	student data with		needs and learning.
prevention	colleagues to predict	Fails to make the	
curriculum/	and determine	connection between	
strategies.	student needs,	student needs and	
	modifies instruction	learning.	
Facilitates and	as needed.		
supports colleagues			
to identify trends,	Teachers plan and		
patterns and root	prepare facilitation		
causes using four or	of prevention		
more sources of data.	strategies.		
Plan, prepare and		Implementation is	No planning or
implement		inconsistent.	implementation.
prevention		inconsistent.	implementation.
curriculum with			
fidelity.			
nucity.			
Monitors progress,			
implementation and			
effectiveness using			
multiple sources of			
formative data			
(quarterly) to			
analyze change in			
student behaviors.			
-			

Data Collection Plan					
What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Youth health-risk	Data from the District	Yes	BCPS via browardprevention.org	Wellness Committee	*Annually, FYSAS and
behaviors,	Prevention				YRBS is
risk and	Assessment (DPA), Florida		CDC website	Family Life/Human	administered
protective factors for	Youth		Florida Dept. of	Sexuality	every other year
prevalence	Substance		Children and Families	Coordinator	
	Abuse Survey		TVCACl- / J		Summative
	(FYSAS), Youth at Risk		FYSAS-web/and browardprevention.org		data collection,
	Behavior		or o war aprovousion 8		annually
	Survey		DPA-Internal server		
	(YARBS), and *Annual				
	Customer				
	Survey				
	Formative				
	data to determine				
	change in				
	student				
	behaviors,				
	quarterly				

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	Records/reports, portfolio,	Survey
	lesson plans, observations,	
	rubrics	
Leadership Practices	Portfolios	
<b>Collaboration Practices</b>	Webinars, video conferencing,	questionnaire
	brainsharks, interviews,	
	conference calls	
Student Learning	Focus groups, quizzes, special	DPA, personal inventories, oral
	projects	or written presentation

#### **5. COMPONENT: Diversity**

**DESIRED OUTCOME**: Participants will demonstrate cultural competency through diversity-based practice including: appropriate "look-fors" demonstrated classroom and school wide. Participants will demonstrate self-reflection, adapt to the cultural contexts of their students, staff and communities and manage the dynamics of difference as it pertains to diversity's impact.

impact.					
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1		
Collects and analyzes current student assessment results and correlates data with appropriate diversity-based prevention curriculum/strategies.  Facilitates and supports colleagues to identify trends, patterns and root causes using two or more sources of data.  Plan, prepare and implement diversity-based/prevention curriculum with fidelity.	Collects student data from three sources.  Shares and discusses student data with colleagues to predict and determine student needs, modifies instruction and intervention as needed.  Teachers plan and prepare facilitation of diversity-based prevention and intervention strategies.	Reviews results of student data collected from colleagues.  Fails to make the connection between student needs and learning.  Implementation is inconsistent.	Receives data from colleagues, Does not use data to determine student needs and learning.  No planning or implementation.		

Data Collection Plan					
What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Youth health-risk behaviors, risk and protective factors for prevalence	Data from the District Prevention Assessment (DPA), Florida Youth Substance Abuse Survey (FYSAS), Youth at Risk Behavior Survey (YARBS), and *Annual Customer Survey Formative data to determine change in student behaviors, quarterly	Yes	BCPS via browardprevention.org CDC website Florida Dept. of Children and Families FYSAS-web/and browardprevention.org DPA-Internal server	Diversity Committee Center for Disease Control and DCO&P	*Annually, FYSAS and YRBS is administered every other year  Summative data collection, annually

Area of Impact	Formative Measures	Summative Measures
Teacher Practices	Focus groups, interviews, reports, portfolio, lesson plans, observations, rubrics	Professional Learning Communities Summative Rubric, District Prevention Assessment
Leadership Practices	Portfolios, focus groups, interviews, reports, portfolio, lesson plans, observations, rubrics	Professional Learning Communities Summative Rubric, District Prevention Assessment, Youth Risk Behavior Survey, Florida Youth Substance Abuse Survey, Annual Customer Survey
Collaboration Practices	Professional Learning Communities, structured discussions, webinars, video conferencing, brainsharks, interviews, conference calls	Professional Learning Communities Summative Rubric, District Prevention Assessment, Youth Risk Behavior Survey, Florida Youth Substance Abuse Survey, Annual Customer Survey
Student Learning	Focus groups, quizzes, special projects, structured discussions, rubrics	District Prevention Assessment, Youth Risk Behavior Survey, Florida Youth Substance Abuse Survey, Annual Customer Survey