



MASTER PLAN

Student Support Initiatives

LEADER OF INITIATIVE: Michaelle Pope

COORDINATOR OF INITIATIVE: Amalio Nieves

CONTACT: Debra Rosza

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.

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

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 Center for Disease Control (CDC) website Florida Dept. of Children and Families (DCF) FYSAS-web/and browardprevention.org DPA-Internal server.	Violence Prev Team	*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

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.

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

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 substance abuse, and prevalence.	Data from the District Prevention Assessment (DPA), Florida Youth Substance Abuse Survey (FYSAS), Florida Youth at Risk Behavior Survey (YRBS), 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	Subst. Abuse Prev. Team	*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

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.

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

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?
<p>Survey (student safety concerns and school climate)</p> <p>Behavior and discipline data</p> <p>Teacher Proficiency Rubrics</p>	<p>Youth at Risk Behavior Survey (YRBS),</p> <p>Annual Customer Survey</p> <p>Discipline data via school office, data warehouse, referrals, district suspensions, classroom data</p> <p>Teacher data</p> <p>Formative data to determine change in student behaviors, quarterly</p>	<p>Yes</p>	<p>BCPS via browardprevention.org</p> <p>CDC website</p> <p>Florida Dept. of Children and Families</p> <p>FYSAS-web/and browardprevention.org</p> <p>DPA-Internal server</p> <p>District Warehouse Assessment and Research Department website</p>	<p>Positive Behavior Team</p> <p>District Discipline Management Systems</p>	<p>*Annually, FYSAS and YRBS is administered every other year</p> <p>Summative data collection, annually</p> <p>Teacher data collected monthly</p> <p>Annually</p>

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

Data Collection Plan

End Goal of Initiative

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.

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

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	Wellness Committee Family Life/Human Sexuality 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...	Survey
Leadership Practices	Portfolios	
Collaboration Practices	Webinars, video conferencing, brainsharks, interviews, conference calls	questionnaire
Student Learning	Focus groups, quizzes, special projects	DPA, personal inventories, oral 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.

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

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?
<p>Youth health-risk behaviors, risk and protective factors for prevalence</p>	<p>Data from the District Prevention Assessment (DPA), Florida Youth Substance Abuse Survey (FYSAS), Youth at Risk Behavior Survey (YARBS), and *Annual Customer Survey</p> <p>Formative data to determine change in student behaviors, quarterly</p>	<p>Yes</p>	<p>BCPS via browardprevention.org</p> <p>CDC website</p> <p>Florida Dept. of Children and Families</p> <p>FYSAS-web/and browardprevention.org</p> <p>DPA-Internal server</p>	<p>Diversity Committee</p> <p>Center for Disease Control and DCO&P</p>	<p>*Annually, FYSAS and YRBS is administered every other year</p> <p>Summative data collection, annually</p>

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