"RESETTING THE ROUTE TO SCHOOL IMPROVEMENT"

SCHOOL IMPROVEMENT MEETING
Quarter 3 | 2022 – 2023

Do not hesitate to reach out to School Improvement for assistance at 754-321-2500
School Improvement is now part of the Research, Evaluation & Accountability Department.

Established 1915
BROWARD
County Public Schools

Agenda

- School Improvement Deadlines
- Annual Cognia eProve Surveys
- Mid-Year Reflection
- School Improvement Reminders
- School-Wide Positive Behavior Plan (SPBP)
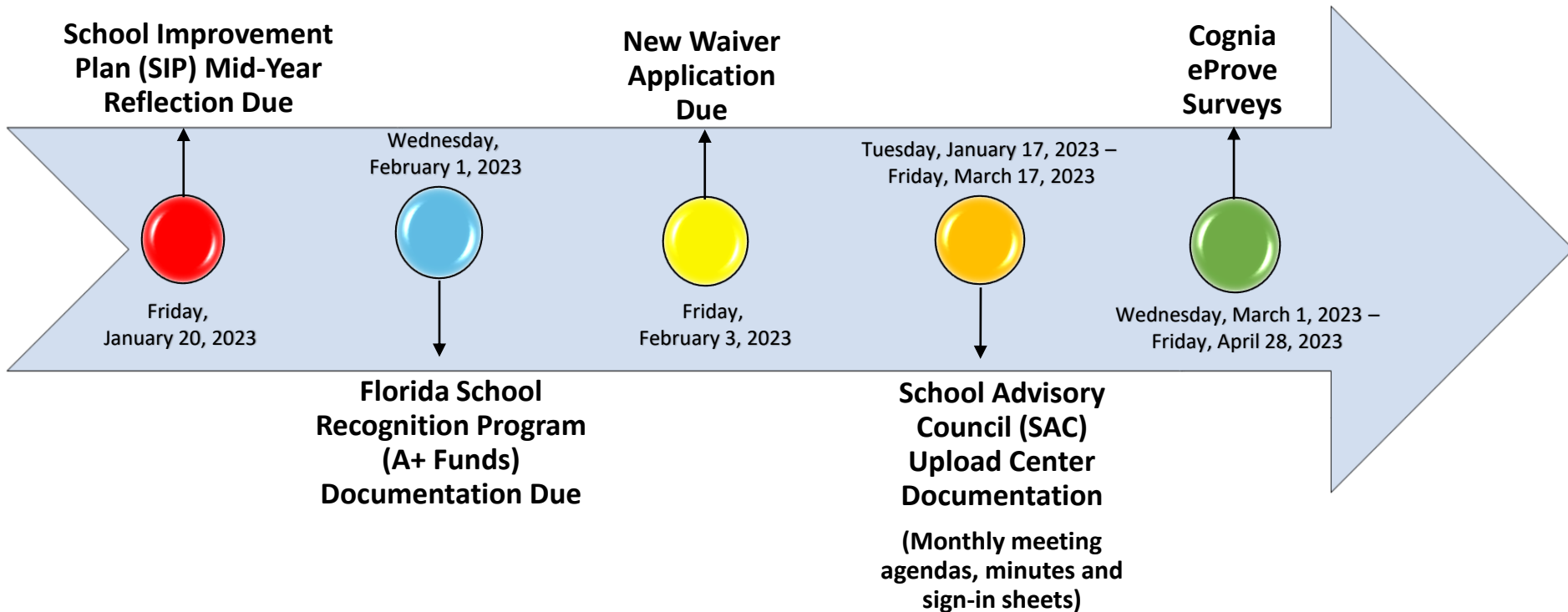- Attendance Plan
- Multi-Tiered System of Supports (MTSS)
- Annual School Counseling Plan (ASCP)
- Social and Emotional Learning (SEL)

1. School Improvement Deadlines

SCHOOL IMPROVEMENT EVENTS & DEADLINES

School Improvement Plan (SIP) Mid-Year Reflection Due

Friday, January 20, 2023

Wednesday, February 1, 2023

Florida School Recognition Program (A+ Funds) Documentation Due

New Waiver Application Due

Friday, February 3, 2023

Tuesday, January 17, 2023 – Friday, March 17, 2023

School Advisory Council (SAC) Upload Center Documentation

(Monthly meeting agendas, minutes and sign-in sheets)

Cognia eProve Surveys

Wednesday, March 1, 2023 – Friday, April 28, 2023

2. Annual Cognia eProve Customer Survey 2022-23

Cognia eProve Customer Surveys

Administration Window	Wednesday, March 1, 2023 - Friday, April 28, 2023	
Parent Survey	**Student Survey** Elementary: 3-5 and Middle & High: 6-12	**Staff Survey**
❖ Completion Goal - **20%**	❖ Completion Goal - **40%**	❖ Completion Goal - **60%**

The surveys asks stakeholders their opinions about their school, teachers, administrators, students, peers and other aspects of their experiences at/with the school.

The survey process & access information will be posted in PIVOT.

:Padlet

school_improvement • 1m

Customer Survey Best Practices

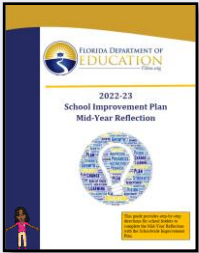Please share your "Best Practices" for getting the Customer Surveys completed.

3. Mid-Year Reflection

Mid-Year Reflections for All Schools

The Mid-Year School Improvement Plan Reflection is due on or before Friday, January 20, 2023.

STATE SIPS	DISTRICT SIPS
Complete the Mid-Year Reflection <u>online</u> in CIMS: <u>https://www.floridacims.org/</u>.	**Compete the Mid-Year Reflection <u>online</u> in the SIP within BCPS Central**
Use the State Mid-Year Reflection User Guide: **Click here to access** ➡️	**Use the District Mid-Year Reflection User Guide:** **Click here to access** ➡️
Answer the questions that address progress being made towards the area of focus	**Answer the questions that address progress being made towards the area of focus**

Visit the School Improvement website for access to the Mid-Year Reflection

4. School Improvement Reminders

School Advisory Council Documentation

☆ **Effective Communication**

SAC Documentation

☑ SAC Composition Report   ☑ SAC Bylaws   ⊕ SAC Upload Center   ☑ Waiver Application

Required SAC Documentation Uploads

As the 3rd quarter approaches, please make sure all 1st and 2nd quarter School Advisory Council (SAC) and School Advisory Forum (SAF) documents have been uploaded as PDFs and remain in the SAC Upload Center in the BCPS SIP.
Due Date: Friday, January 13, 2023

If changes are made to any documents, upload the revised copies upon completion.

SAC and SAF Minutes (Monthly in draft form if not yet approved)

SAC and SAF Sign-In Sheets (Monthly)

SAC and SAF Agendas (Monthly)

Reminder: Upload all Florida School Recognition Program (A+ Funds) documents by Wednesday, February 1, 2023

Reminder: PDF all documents before uploading

School Improvement Quarterly Meetings

OFFICE OF ACADEMICS

Kelli Blackburn, School Improvement Coordinator

Upcoming Meetings

Quarter 3 Informational Meeting

A representative from your school (School Advisory Council (SAC) Chair, Co-chair, Administration, etc.) should attend one of the sessions below AM or PM.

Click Here to Join the Quarterly Meeting

Tuesday, January 17, 2023	Wednesday, January 18, 2023	Thursday, January 19, 2023
AM Session All Regions 9:00 am-11:00 am	AM Session All Regions 9:00 am-11:00 am	AM Session All Regions 9:00 am-11:00 am
PM Session All Regions 12:00 pm-2:00 pm	PM Session All Regions 12:00 pm-2:00 pm	PM Session All Regions 12:00 pm-2:00 pm

School Improvement Open Labs and Mini Labs

Open Labs and Mini Labs are optional support sessions available for SAC Chairs, Co-Chairs, and Administrators.

Click Here to Join the Open Lab or Mini Lab

Dates	Topics
Open Lab Thursday, January 12, 2023 12:30 pm-2:30 pm	**Q & A Session-** Pop in anytime within the time frame, with your School Improvement questions
Mini Lab Wednesday, February 8, 2023 2:00 pm-3:00 pm	• Cognia eProve Customer Surveys (Admin Window: Wednesday, March 1- Friday, April 28, 2023) • Monitoring SIP Goals • SAC Upload Center Requirements
Open Lab Thursday, February 16, 2023 12:30 pm-2:30 pm	**Q & A Session-** • Pop in anytime within the time frame, with your School Improvement questions
Mini Lab Wednesday, February 22, 2023 2:00 pm-3:00 pm	• Continuation Waivers Updated (Due Thursday, April 14, 2023) • SAC Upload Center Requirements
Mini Lab Wednesday, March 8, 2023 2:00 pm-3:00 pm	• Continuation Waivers (Due Thursday, April 14, 2023) • Cognia eProve Customer Surveys (Admin Window: Wednesday, March 1- Friday, April 28, 2023) • Monitoring SIP Goals • SAC Upload Center Requirements
Open Lab Tuesday, March 14, 2023 9:00 am-11:00 am	**Q & A Session-** • Pop in anytime within the time frame, with your School Improvement questions

Just a Reminder!

U P C O M I N G

M E E T I N G S

Florida School Recognition Program (A+ Funds)

MANDATORY DOCUMENTATION

All Florida School Recognition Program required documents must be placed in the SAC Upload Center (in pdf format) no later than Wednesday, February 1, 2023.

SAC Meeting (for each meeting held):	Staff and Faculty Vote (for each vote held):
• Agenda(s) • Minutes • Attendance sheets • Copy of the ballot approved by SAC	• Flyer(s) announcing the staff vote • Ballot(s) with proposals • Staff sign in sheets • Voting results
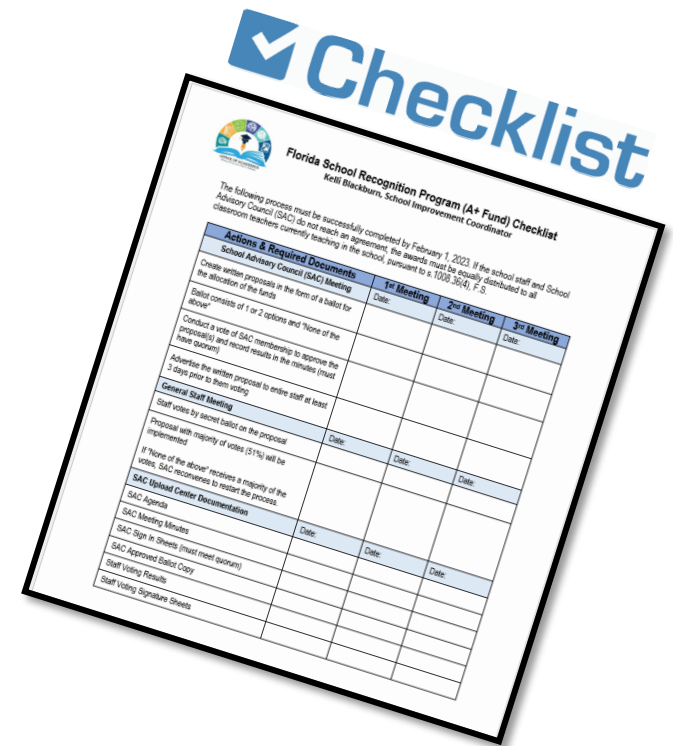
Accountability Funds

REQUESTING ACCOUNTABILITY FUNDS?

SAC must:
- Approve the allocation of Accountability Funds to support the SIP
- Establish a process to request funds

The SAC agenda must include:
- Accountability Fund balance monthly until $0
- Requested items and amount of each item or service
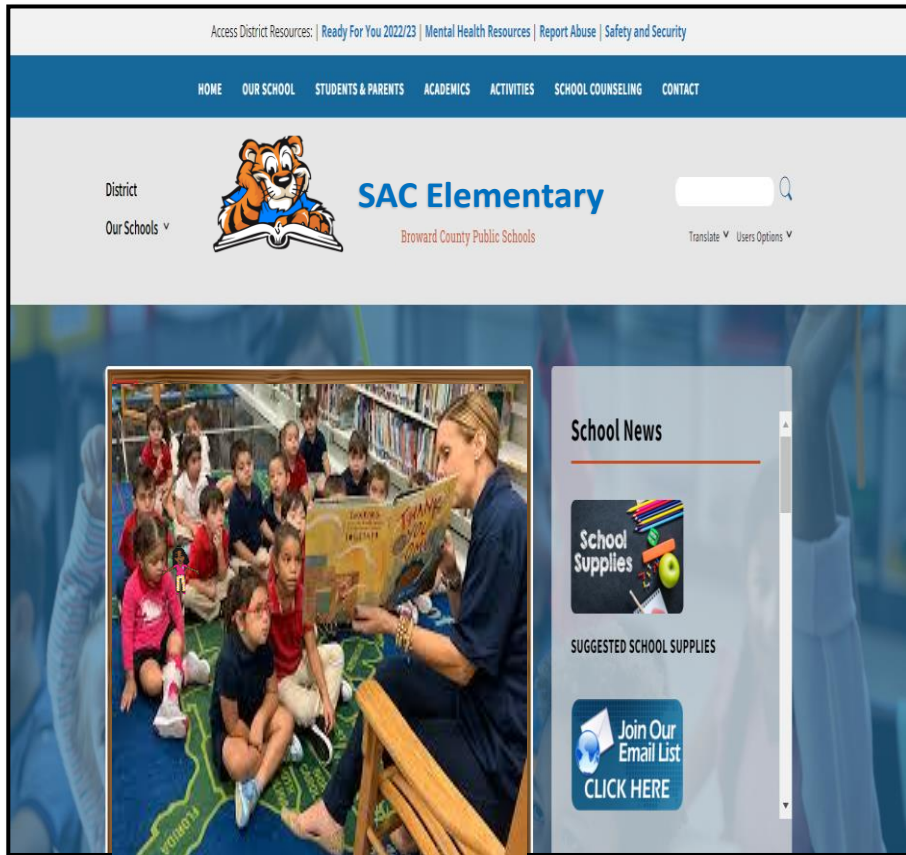
The SAC minutes must include:
- A description of items or services requested
- The total amount requested and the cost of each item or service
- All motions and voting results

The SAC meeting must:
- Have a quorum, 51% of the total SAC members for voting to take place
- Have voting scheduled early on the agenda

17

SCHOOL WEBSITES

School Improvement Information shared on School Websites:

➢ Dates, Times and Locations of All School Advisory Council (SAC) Meetings
➢ Dates and Times of All School Advisory Forum (SAF) Meetings
➢ Link to SIP is currently part of the website platform
  • School Advisory Council (SAC) Bylaws
  • School Advisory Forum (SAF) Bylaws
  • Agendas & Minutes for School Advisory Council (SAC) Meetings
  • Agendas & Minutes for School Advisory Forum (SAF) Meetings
➢ Dates, Times and Locations of Regional Advisory Meetings: https://www.browardschools.com/Page/35325

Helpful Hints:

➢ Do not use the abbreviation SAC or SAF when advertising. Use the complete title of each group and list them separately.
➢ Update websites regularly to reflect additional SAC information.

Q&A

You have
We have
Questions Answers

# 5. PBIS

The SPBP is a Tier 1 System

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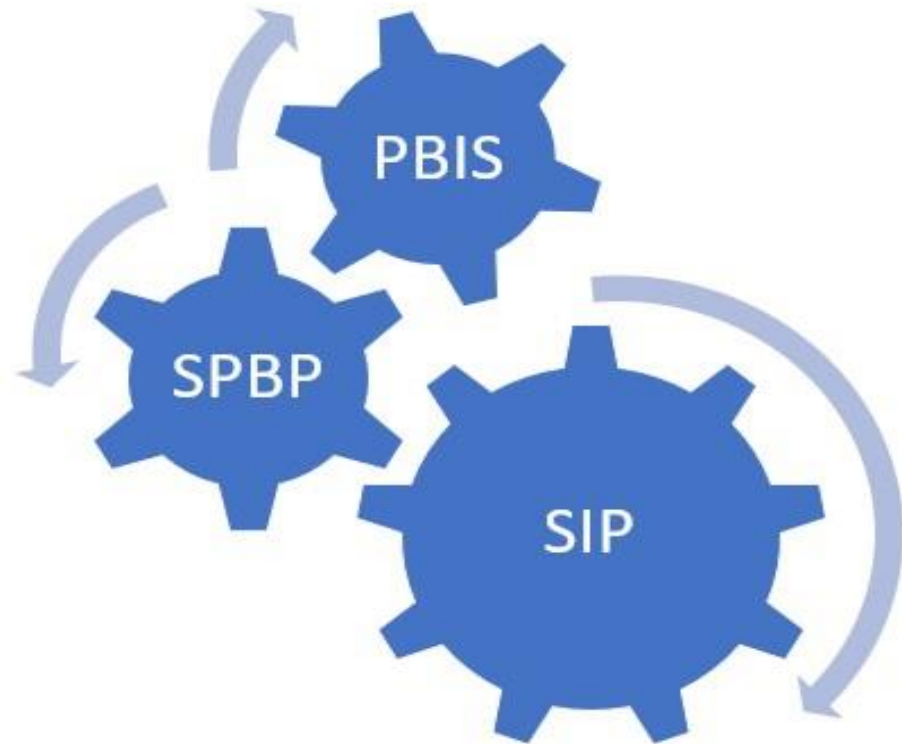
School-wide Positive Behavior Plan

Your Big 5 Data

Review previous quarters behavior data located on your SPBP!

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

SPBP Highlights

- Analyze previous quarter's behavior data.
- Present implementation data, behavior data, team activities, and SPBP progress to entire staff.
- Review/revise lesson plans as indicated by previous quarter behavior data.
- Instructional staff to re-teach Expectations and Rules after winter break.

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

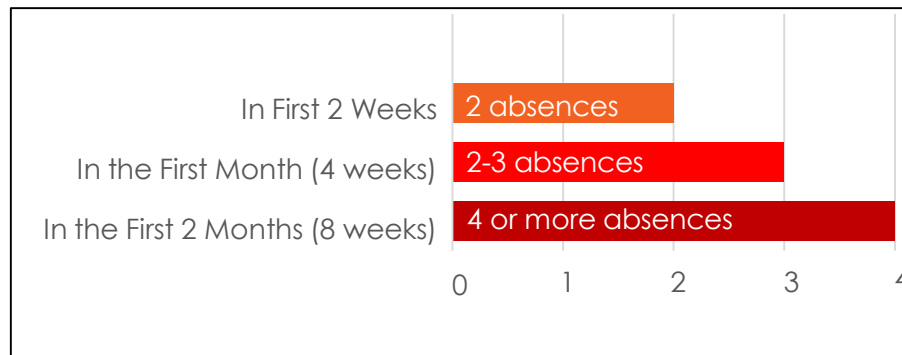Click to access SPBP Canvas

6. Attendance Plan

Addressing Chronic Absenteeism to Improve Student Outcomes

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

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

Identifying students to provide successful early interventions:

✓ Chronic absence from prior years

✓ Starting from the beginning of the school year, use the table below:

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

(axis: 0 1 2 3 4)

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

Addressing Chronic Absenteeism to Improve Student Outcomes

 Take Action: Attendance Team

✓**Identify AR, *MC, and *SC students in BASIS. Identify students with chronic absence issues from last year (Moderately Chronic) (Severely Chronic)**

✓: Compare students' status at the end of Semester 1

✓: Identify students with 30 or more tardies to school

ATTENDANCE PLAN: A s c e l l i a   A r e n a s   754-321-1623

VA MIDDLE (1311) ▾   Clear Filter/Group   ☐ Show Only Incoming Students   Student Search: [▾]

| Risk Factors | HS-Graduation | PASL - RMG | BTS | MS-Prog | **Attendance** | PK & KG Literacy | FSA | FSA ELA SubTest | FSA Math SubTest | ACCESS-ELLs | CogAT |

☑ Show Demographics   📊 Export   As Of Date: 01/17/2023

	Attendance Information I				Attendance Information II							
	UnExcused Absences	External Suspensions	DJJ Absences	Total Absences	Quarantine Absences	Tardy Number	Early Signout Number	Internal Suspensions	Alt Suspensions	% of Full Days Absent	Attendance Status	Attendance Status Prior SY
	🔍	🔍	🔍	🔍	🔍	🔍	🔍	🔍	🔍	🔍	▾	▾
	4	0	0	12	0	0	4	0	0	15	🛟 Moderate Chronic Absence	✔ Regular Attender
	2	0	0	16	0	5	5	0	0	20	✖ Severe Chronic Absence	🛟 Moderate Chronic Absence
	11	0	0	13	0	1	3	0	0	16	🛟 Moderate Chronic Absence	⚠ At Risk
	0	0	0	1	0	1	2	0	0	1	✔ Regular Attender	✔ Regular Attender
MI	6	0	0	10	0	9	0	0	0	11	🛟 Moderate Chronic Absence	⚠ At Risk
	0	0	0	1	0	0	0	0	0	1	✔ Regular Attender	✔ Regular Attender
	1	0	0	2	0	1	6	0	0	2	✔ Regular Attender	✔ Regular Attender
	1	0	0	1	0	5	1	0	0	1	✔ Regular Attender	✔ Regular Attender

22 | ▶ | ⏭ | 🔄   Displaying students 1 - 60 of 1267

Reminders

- Make sure to check BASIS and do some comparative analysis for the attendance status of your most vulnerable population- look at last year's attendance data and look at changes from Q1&Q2
- Click on the Attendance tab in BASIS to compare
- If your school has 55% or higher unexcused attendance rate, now is a great time to make a fresh start
- Employ Tier 2 & Tier 3 Strategies for improving chronic absences-work with MTSS & Student Services to document intervention activities
- Remind your principals to share the PIVOT MEMO-Quarterly Attendance Data to update your reporting
- **FTE WEEK: February 6-10**
- Every week I send direct communication to selected schools regarding updates, questions, and concerns, look out for it ☺

- **Thank You** ☺

  ✓ Complete the survey linked here: https://forms.office.com/r/PpdA5yq8KM
  ✓ : Schedule a pick-up time/date for district supplies
    https://calendly.com/ascelliaarenas/supplies_pickup
  ✓ : Call me 754-321-1623 or 954-260-3954
  ✓ : Email me ascellia.arenas@browardschools.com

7. MTSS

Multi-Tiered System of Supports Implementation Guide

MTSS BROWARD
Response to Intervention · Positive Behavior Interventions & Supports

Broward County Public Schools
Student Support Initiatives & Recovery

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

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

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

Quarter 3 2022-2023

Established 1915
BROWARD
County Public Schools

Evaluate your School's MTSS Action Plan

Multi-Tiered Systems of Support (MTSS)

☑ CPS TEAM Meeting Schedule   ☑ MTSS Action Plan

Access your MTSS Action Plan, use the SAM rubric, endnotes and MTSS data to evaluate your progress.

MTSS Data Sources

- # of CPS Team Meetings

- # of MTSS trainings, support sessions, PLCs and/or District coaching and support visits

- # of Tier 1 academic & behavioral strategies documented in BASIS

- # of Tier 2 academic & behavioral processes completed with supporting documentation in BASIS

- # of Tier 3 academic & behavioral processes completed with supporting documentation in BASIS

MTSS Data Sources

- #or % students improving as a result of Tier 1 Reading instruction and intervention

- #or % students improving as a result of Tier 1 Math instruction and intervention

- Decreases in the # or % of ODRs

- Decreases in the # or % # suspensions

- Decreases in the # or % # of students identified as at-risk, chronic, or severe chronic absences

Complete Annual Self-Assessment of MTSS (SAM)

MTSS Coordinator will lead the school's Leadership Team:

- review the previous year SAM report

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

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

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

- The SAM Facilitator emails one (1) school rating form to their District MTSS Instructional Facilitator

- School seeking MTSS Recognized School designation, will enter their school's rating form in the approved link (optional process)

- Complete the SAM by May 19, 2023

SAM Scoring Sheet

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

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

SAM • Revised 22   Updated 4/18/22

Be Recognized by the State – Outstanding

Schools who seek to become one of Florida's MTSS Recognized Schools must demonstrate the following to be considered:

• Completion of an Interest Survey

• School completion of the SAM (Self Assessment of MTSS Implementation)

• Submit an End-of-Year Survey

• **Learning gains are waived as a requirement for 2022-2023 ONLY**

Connect With Us!

Join the MTSS School-Based Staff Microsoft TEAM Channel
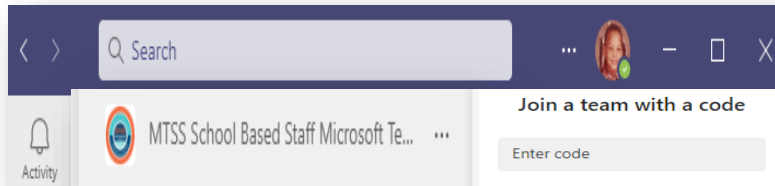
Type in code: ma631z3

Join the MTSS Canvas
https://browardschools.instructure.com/courses/1573574

Join the MTSS School-Based Staff Yammer
BCPS MTSS School Based Staff Yammer Group (Internal)

BCPS MTSS External School Based Staff Yammer (Charters)
(Yammer app must be installed and active for access)

@BCPSElementary

BCPS Elementary Learning

@bcpselemlearning

@MTSSBCPS

8. School Counseling Plan

School Counseling

Annual School Counseling Plan (ASCP)

- **DISTRICT CONTACT:**

- **Rachel Kusher, 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 SIPA Plan.

What is included in the ASCP?

- Administrative Collaboration

- Data Analysis

- Needs Assessments

- Individual Counseling

- Group Counseling

- Classroom Lessons

- School-Wide Initiatives

- Community Initiatives

- Indirect Services

9. Social and Emotional Learning (SEL) Plan

SOCIAL EMOTIONAL LEARNING ACTION PLAN (SEL Action Plan)

2022-2023

DISTRICT CONTACT:

[Belinda.Daise@browardschools.com/](mailto:Belinda.Daise@browardschools.com) **Belinda Daise**
sierra.goggins@browardschools.com **/ Sierra Goggins**

School Counseling & BRACE/ Social & Emotional Learning Department

754-321-1675

Completing each Section of your SEL Action Plan

Area	Step 1: Self-Evaluation Tool: (Check off the area that applies to your school)	Step 2: SMARTIE Goal
SEL Team	☐ 1. Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities.	**Set short term (one-year) goal(s) for this area. Use these goals and your rubric scores to determine which areas to prioritize in your action plan. Your goal(s) should include the following components:**

Specific- Does each goal clearly state what is to be accomplished?
Measurable- Does it set a standard that will allow the team to know whether or not the goal has been met?
Attainable- Does the goal seem reachable given where things are now?
Relevant- Is the goal aligned with other school improvement goals?
Time-bound- Has a timeframe been established for achieving the goal?
Inclusive-Does this goal invite traditionally excluded individuals to make decisions and contribute in a way that shares power?
Equitable-Does this goal include an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression? |
	☐ 2. Our SEL team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	**Step 3: Action Steps**
	☐ 3. Our SEL team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	**Create action steps for your SMARTIE Goal based on your priorities.**
		Step 4: Date SMARTIE Goal Accomplished:____

School Counseling & BRACE Advisement

SEL BROWARD

School Self-Evaluation

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

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

Questions & Support

Belinda.Daise@browardschools.com/ **Belinda Daise**
sierra.goggins@browardschools.com / **Sierra Goggins**

School Counseling & BRACE/ Social & Emotional Learning Department

754-321-1675

Self Evaluation

Delivery of Social Emotional Learning Action Plan

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

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

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

Action Plan

What is included in the SEL Action Plan?

- Administrative Collaboration

- SEL Action Team

- Planning/Data

- Shared Vision

- Professional Learning to Strengthen Staff Expertise

- Evidence-Based SEL Programs and Practices

- Student Voice & Engagement

- Systems to Promote Continuous Improvement

- Adult SEL and School Culture

- Self-Evaluation

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

DISTRICT PLAN SUPPORT

The following contacts can assist with department plans in the SIP:

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

- **MTSS PLAN:**
  - Elementary: Adrienne Dixson 754-321-1655
  - Secondary: Mildred Grimaldo – mildred.grimaldo@browardschools.com

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

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

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

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

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

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

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

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

Exit Ticket:

Please complete the brief School Improvement Survey.

Collet

Leslyn

Wanda

Jamillah

Kelli