

"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.



Agenda



Annual Cognia eProve Surveys

Mid-Year Reflection

School Improvement Reminders

School-Wide Positive Behavior Plan (SPBP)

Attendance Plan

Multi-Tiered System of Supports (MTSS)

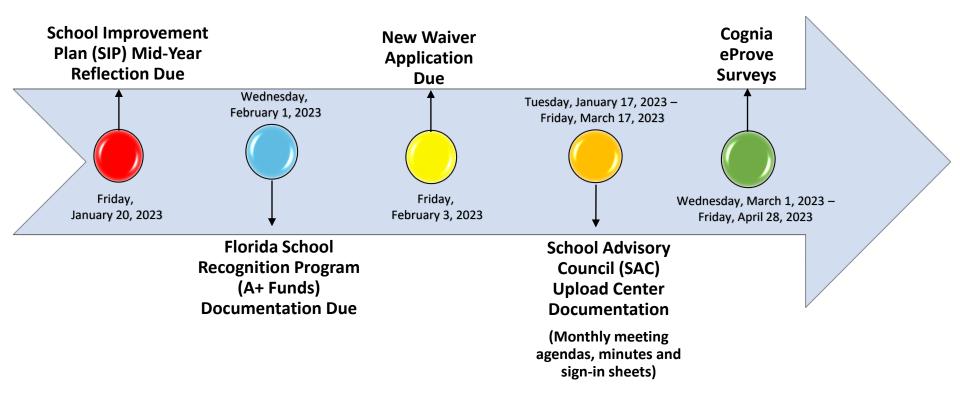
Annual School Counseling Plan (ASCP)

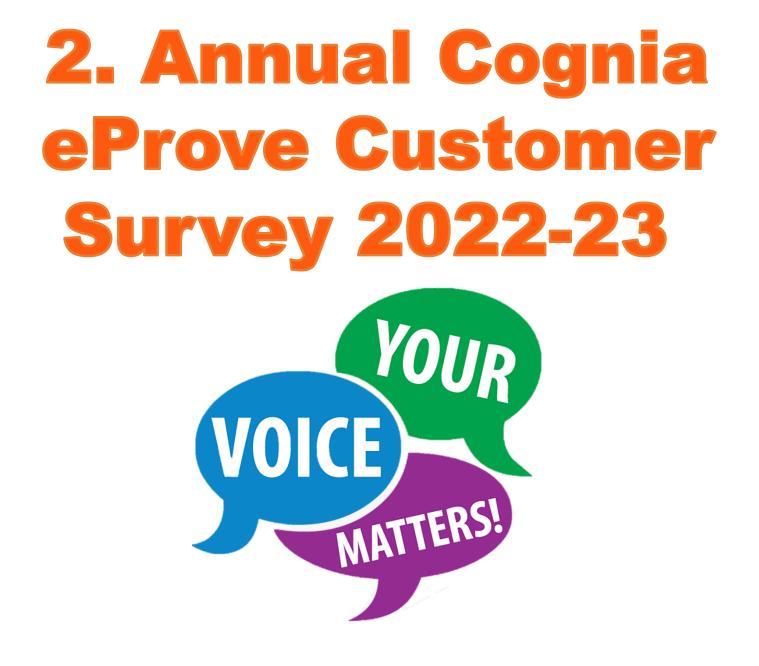
Social and Emotional Learning (SEL)

1. School Improvement Deadlines



SCHOOL IMPROVEMENT EVENTS & DEADLINES





Cognia eProve Customer Surveys

Administration Window	Wednesday, March 1, 2023 - Friday, April 28, 202				
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.



BESTPRICE

:Padleł

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:
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

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

4. School Improvement Reminders



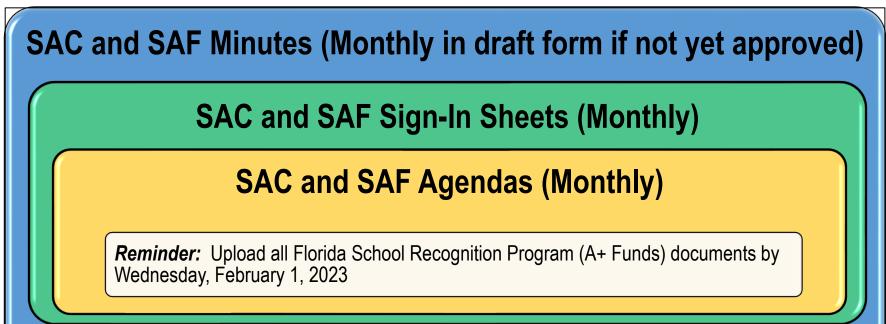
School Advisory Council Documentation



Required SAC Documentation Uploads

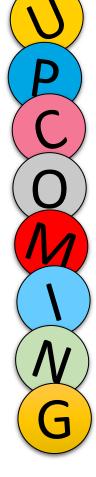
As the 3rd quarter approaches, please make sure all 1st and 2nd quarter School Advisory Council (SAC) and School Advisory Forum (SAF) documents have been uploaded as PDFs and remain in the SAC Upload Center in the BCPS SIP. Due Date: Friday, January 13, 2023

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



Reminder: PDF all documents before uploading







School Improvement Quarterly Meetings

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.

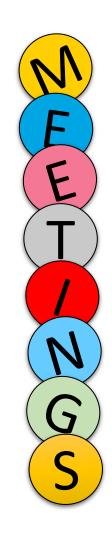
Click H	Here to Join the Quarterly Meeting				
Tuesday,	Wednesday,	Thursday,			
January 17, 2023	January 18, 2023	January 19, 2023			
AM Session All Regions	AM Session All Regions	AM Session All Regions			
9:00 am-11:00 am	9:00 am-11:00 am	9:00 am-11:00 am			
PM Session All Regions	PM Session All Regions	PM Session All Regions			
12:00 pm-2:00 pm	12:00 pm-2:00 pm	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	Q & A Session-
Thursday, January 12, 2023 12:30 pm-2:30 pm	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	 Continuation Waivers Updated (Due Thursday, April 14, 2023)
Wednesday, February 22, 2023 2:00 pm-3:00 pm	SAC Upload Center Requirements
Mini Lab	 Continuation Waivers (Due Thursday, April 14, 2023)
Wednesday, March 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	Q & A Session-
Tuesday, March 14, 2023 9:00 am-11:00 am	Pop in anytime within the time frame, with your School Improvement questions



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) 	• Flyer(s) announcing the
Minutes	staff vote
Attendance sheets	Ballot(s) with proposals
Copy of the ballot	Staff sign in sheets
approved by SAC	Voting results







REQUESTING ACCOUNTABILITY FUNDS?

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
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 agenda must include:	 Accountability Fund balance monthly until \$0 Requested items and amount of each item or service
SAC must:	 Approve the allocation of Accountability Funds to support the SIP Establish a process to request funds



SCHOOL WEBSITES



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.

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



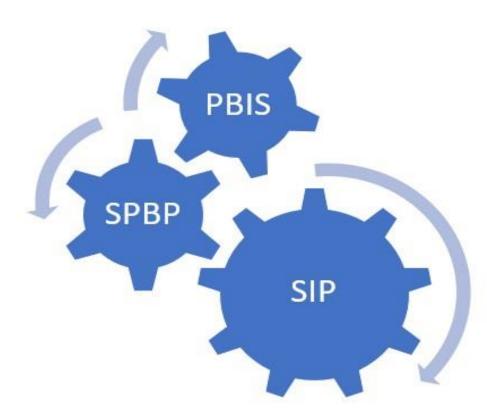
5. PBIS



PBIS – SPBP – SIP

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



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 <u>Shavonda.Mitchum@Browardschools.com</u> Diversity and School Climate 754-321-1655

Click to access SPBP Canvas





6. Attendance Plan



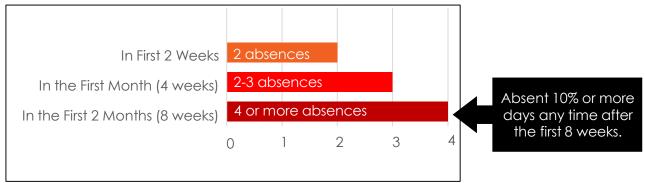
Addressing Chronic Absenteeism to Improve Student Outcomes

<u>Chronic Absenteeism</u>: 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:





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)

\checkmark : Compare students' status at the end of Semester 1

 \checkmark : Identify students with 30 or more tardies to school

Section	Filter M	y Groups	Activities									
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											Show Demographics	Export As Of Date: 01/17/2023
	Atten	dance Informat	ion I						Atter	ndance Informat	ion 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
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	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	() AL RISK
	0	0	0	1	0	1	2	0	0	1	💙 Regular Attender	💙 Regular Attender
I	6	0	0	10	0	9	0	0	0	11	Moderate Chronic Absence	
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	1	0	0	2	0	1	6	0	0	2	💙 Regular Attender	🖍 Regular Attender
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	4										•	* · · · · · · · · · · · · · · · · · · ·
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 ③

• Thank You 😊

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

7. MTSS

Multi-Tiered System of Supports Implementation Guide



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



Evaluate your School's MTSS Action Plan

Multi-Tiered Systems of Support (MTSS)

CPS TEAM Meeting Schedule CPS TEAM Meeting Schedule

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

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

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

SAIVI SCOFING SHEET HAS ABBREVIATED LANGUAGE AND SHOULD ONLY BE USED TO RECORD AND DISPI				
Rate each item on a scale from 0-3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing;				
1. Leadership Domain (Items 1-5)	F	latir		3
1. The principal is actively involved	0		2	3
2. A leadership team is established	0	1	2	3
The leadership team actively engages in ongoing professional development	0	1	2	3
A strategic plan for MTSS implementation is developed	0	1	2	3
The leadership team is actively facilitating implementation	0	1	2	3
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	F	atir	ig 0-	3
6. The critical elements of MTSS are defined and understood	0	1	2	3
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
 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)	F	Ratir	ng O-	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)	F	Ratir	ig 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)	_	Ratir		_
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	ō	1	2	3
6. Data-Evaluations Domain (Items 36-42)	-	Ratir		_
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
40. Data sources are used to evaluate the indenty and impact 41. Available resources are allocated effectively	0	1	2	3
42. Data sources are monitored for consistency and accuracy	0	1	2	3
T2. Data sources are monitored for consistency and accuracy	0	11	2	2
SAM • Revised TEM	odat	ed 4	4/18	8/2



Be Recognized by the State – Outstanding

m Solving/Response to Intervention

Florida's MTSS Recognized Schools

PURPOSE: TO RECOGNIZE THE EFFORT OF BUILDING AND SUSTAINING A MULTI-TIERED SYSTEM OF SUPPORTS FRAMEWORK IN FLORIDA'S SCHOOLS SPONSORED BY FLORIDA'S PS/RTI PROJECT



To be considered, schools must: -Complete interest survey -Complete Self-Assessment of MTSS implementation -Complete end-of-year survey Learning gains requirement waived for 2022-2023 ONLY

Visit our <u>Florida's MTSS Recognized Schools Thinkific module</u> to get started!



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)

<u>BCPS MTSS External School Based Staff</u> <u>Yammer (Charters)</u>

(Yammer app must be installed and active for access)













8. School Counseling Plan



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.

Name Annual March of and		Principal: A	YCOCK, SHAWN		ol Counseling Pla torLead Counselor: Ma		nt
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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)

DISTRICT CONTACT:

<u>Belinda.Daise@browardschools.com/</u> Belinda Daise <u>sierra.goggins@browardschools.com</u> / Sierra Goggins

School Counseling & BRACE/ Social & Emotional Learning Department

754-321-1675

2022-2023

Area	Step 1: Self-Evaluation Tool: (Check off the area that applies to your school)	Step 2: SMARTIE Goal
SEL Team	 1. Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities. 	Set short term (one-year) goal(s) for this area. Use these goals and your rubric scores to determine which areas to prioritize in your action plan. Your goal(s) should include the following components:
	2. Our SEL team meets monthly with designated roles and responsibilities. Students, families, and community groups are consulted when teams are making decisions that would directly impact them.	 <u>Specific</u>- Does each goal clearly state what is to be accomplished? <u>Measurable-</u> Does it set a standard that will allow the team to know whether or not the goal has been met? <u>Attainable</u>- Does the goal seem reachable given where things are now? <u>Relevant</u>- Is the goal aligned with other school improvement goals? <u>Time-bound</u>- Has a timeframe been established for achieving the goal? <u>Inclusive-</u>Does this goal invite traditionally excluded individuals to make decisions and contribute in a way that shares power? <u>Equitable-</u>Does this goal include an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression?
		Step 3: Action Steps
	3. Our SEL team, with designated roles and responsibilities, meets biweekly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. The team is representative of the school community and includes students, families, and community groups in decision-making processes.	Create action steps for your SMARTIE Goal based on your priorities.
		Step 4: Date SMARTIE Goal Accomplished:
	SEL eam	SEL eam I. Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities. Image: 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. Image: 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. Image: Sel team meets monthly 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



	Points Total		0-15 Beginning Stages
	Total:		16-19 Intermediate
Self Evaluation			20-24 Advanced
	number of points giv your total points. Pl	ven for ease c	ted your SEL Action plan, add the each section, (1, 2, or 3) to determine to this before submitting your school's chool Improvement Plan.
		Que	stions & Support
			vardschools.com/ Belinda Daise ardschools.com / Sierra Goggins
	School Counseling &		/ Social & Emotional Learning Department
		7	/54-321-1675



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.

	SEL L	liaison:	School: Zone:
SEL	Adm	ninistrator:	Date Plan Completed:
TEAM Members	Othe	r Team Members:	
Area		Self-Evaluation Tool: (Check off the area that applies to your school)	SMARTIE Goal
		 Our SEL team is in the initial stages of development and meets quarterly with few structured roles and responsibilities. 	
SEL Team		 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. 	Action Steps

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

Action Plan

Contact: Belinda Daise

DISTRICT PLAN SUPPORT

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

- K-12 READING PLAN:
 - Elementary: Veronica Sclafani <u>veronica.sclafani@browardschools.com</u>
 - Secondary: Marie Garrido <u>marie.garrido@browardschools.com</u>
- MTSS PLAN:
 - o Elementary: Adrienne Dixson 754-321-1655
 - Secondary: Mildred Grimaldo <u>mildred.grimaldo@browardschools.com</u>
- 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 <u>nadia.clarke@browardschools.com</u>
- TITLE I: Adriana Karam 754-321-1417



Exit Ticket: Please complete the brief School Improvement Survey.



The School Improvement Team Is Here To Support YOU! Email or Call (754) 321-2500 and Visit our School Improvement Website https://www.browardschools.com/Page/47653





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