Coral Park Elementary
SAC/SAF Meeting
Wednesday, November 28, 2018 at 7:15 am

SAC Agenda

I.   Welcome

II. Approval of minutes from October 17, 2018

III. Aftercare update

IV. School Improvement Plan (SIP)
    a. Plan submitted October 2018
    b. Review Strategies

V.   Title I Updates
    a. Parent and Family Engagement Plan is located on CPE's website.

VI. Student performance -progress monitoring updates
    a. First Benchmark Assessment System (BAS)is due November 30th, 2018
    b. The second I-Ready Diagnostic begins December 3, 2018
    c. Broward Standards Assessment (BSA) grades 3-5 begins January 15, 2019

SAF Agenda

I.   Update from last month's DAC and North Advisory Meeting

II. Next North Advisory Meeting

Next Meeting:
December 19, 2018

Coral Park Elementary School Advisory Council Meeting Minutes

SAC DATE	*October 17, 2018 7:15 AM*	Room 807
SAC CHAIR	Suzanne Lombardo	
PRINCPAL	Camille Pontillo	
NOTIFICATION OF MEETING	September 26, 2018 Email/Website	
QUORUM PRESENT?	Yes, 19/19	
WELCOME	Suzanne Lombardo opened the meeting at 7:15 AM	
APPROVAL OF MINUTES	Approval of Minutes from September 2018 SAC Meeting Suzanne Lombardo made a motion to accept the September minutes as presented. Laura Worthington seconded the motion. Motion passed	
CHANGES TO AGENDA	Mrs. Soares mentioned that her name was not listed as attending the last meeting. Mrs. Lombardo stated that it would be fixed.	
OLD BUSINESS	Review and approval of SAC minutes from last meeting.	
AGENDA ITEM 1	**Welcome new members:** Process for signing up to be on SAC and review of rules regarding meeting attendance and removal from committee when two or more consecutive meetings missed.	
AGENDA ITEM 2	**Elect new SAC chairperson and secretary:** Suzanne Lombardo was nominated as the new SAC Chairperson. Laura Worthington was nominated as the new SAC secretary. Nominations were made by Camille Pontillo and seconded by Hoanca Schneider. The vote was unanimous.	
AGENDA ITEM 3	**Opening of School Update:** Tomorrow night CPE will be hosting our literacy night. There are about 60 families that have indicated they will be attending. Also, this week CPE's Book fair and school lunch week, where parents are invited to eat lunch at the school with their child, are taking place. A question was asked about the school's Start With Hello program and if the school could send home more information to the parents informing them on what the program entails. Mrs. Pontillo stated that information will also be going home to inform parents about the severity of students making threats and how all threats will be taken seriously. Mrs. Leeman stated that the district is trying to identify students at the elementary level who may be in need of emotional help.	

AGENDA ITEM 4	**School Improvement Plan:** The school improvement plan (SIP) will be submitted this week. The district is focused this year on the social emotional learning (SEL) plan, which is part of the SIP plan. The difference between the guidance plan and the SEL plan was discussed. Response to intervention (RTI) is also part of the SIP plan. Mrs. Pontillo went over the RTI process and what the different tiers involve. In addition, the attendance plan, behavior plan, and FACE plan (family and community engagement) were brought up as being separate plans that make up the SIP.
AGENDA ITEM 5	Upcoming Events: Literacy night and book fair
OPEN AGENDA	**Open Agenda:**
NEXT MEETING: DATE	November 28, 2018 at 7:15 in the media center
NEXT MEETING: AGENDA TOPICS	
MINUTES SUBMITTED BY	Laura Worthington

SAF Updates:

Discussion on school safety with adding cameras to schools and making sure every school has a single point of entry.

Middle and high schools parent surveys were discussed along with the desire to add surveys for elementary school parents as well.

Coral Park ES (3041)

School Improvement Plan (SIP)

School Info

Board Approved

The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2017 - 2018)   B
Title 1 School   Yes
Differentiated Accountability (DA)   No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Pre-K, K, 1, and 2	Tuesday	1st, 3rd	8/20/2018 - 5/31/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2
Intermediate	Wednesday	, 2nd, 4th	8/20/2018 - 5/31/2019	2:15 PM - 3:00 PM	3, 4, 5

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2016-2017						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	84	13.10	6.00	0.00	22.60	9.50
01	124	10.50	2.40	0.00	29.80	7.30
02	119	14.30	4.20	0.00	14.30	5.00
03	102	13.70	0.00	0.00	17.60	2.90
04	100	10.00	3.00	0.00	15.00	2.00
05	98	11.20	2.00	0.00	21.40	2.00

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance - Classroom teachers monitor daily attendance and implement procedures for reviewing and completing missed assignments. In addition, if a student has been absent more than 2 days without receiving a call or note that the student is out ill, the teacher will contact the parent to explain the importance of consistent attendance. Office staff records tardy students, as well as early sign-outs to identify other attendance issues. When a student is tardy or leaving early on a regular basis, the teacher will make initial contact to discuss the issue with the parent. If the teacher cannot contact the parent,

administration or the social worker is informed to reach out to the family.

The second strategy is to send personalized letters to the parent/guardian with report cards when students have been absent or tardy 10% or more of the school quarter.

The third strategy is for administration, support staff, or school counselor to identify the reason for the attendance issues and matches resources when applicable to resolve the attendance concern. Administration reviews the monthly Dashboard Data Report to evaluate the effectiveness of the intervention strategies and revises the plan as needed.

Suspension - Coral Park Elementary takes a proactive approach to preventing behaviors that lead to suspension. The school-wide positive behavior plan (SWPBP) includes a leveled behavior plan in all classrooms, character education and a cafeteria behavior plan. Teachers collaborate with the Response to Intervention team for students demonstrating behavior concerns. Guidance lessons are provided by the school counselor for each grade. Administrative team communicates and collaborates with parents and guardians to implement interventions to reduce and eliminate inappropriate behavior.

Academic Performance - Through the use of beginning of the year assessments including: Kindergarten Screening, Math Prerequisite test, Benchmark Assessment System (BAS) for Reading, and iReady Diagnostic assessments, teachers and support staff identify students' current level of performance, strengths and areas for additional support. Appropriate interventions are implemented and monitored for students below grade level.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/28/2018 - 5/30/2018	8:00 AM - 2:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws-18-19.pdf	October	SAC ByLaws	10/25/2018
saf-bylaws-18-19.pdf	October	SAF ByLaws	10/24/2018
SAC-Composition-18-19.pdf	October	None	10/24/2018
E-Prove-Parent-Survey.pdf	October	None	10/18/2018
E-Prove-Student-Survey.pdf	October	None	10/18/2018
E-Prove-Staff-Survey.pdf	October	None	10/18/2018
SAC-SAF-Docs-10-17-18.pdf	October	Monitored	10/17/2018
SAC-SAF-Agenda-Minutes-Docs-Sept-26-2018.pdf	October	Monitored	10/5/2018
SAC-SAF-Dates-2018-2019.docx	September	Monitored	9/27/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	411	65 of 149	-411	90	179

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

Coral Park Elementary will focus on improvements in all content areas. However, our schoolwide deliberate practice is on increasing each grade level's proficiency in their English Language Arts (ELA), math and science standards.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

The specific best practices that will be implemented and scaled-up to improve teaching and learning in order to increase performance within the SES Band are high quality Professional Learning Communities, Response to Intervention, push-in and pull-out Reading and Math support for remendiaton and enrichment, along with providing an extended learning opportunity for students in grades 3-5.

Describe in detail how the BEST Practice(s) will be scaled-up.

BEST Practice 1: Professional Learning Communities

Our faculty will participate in professional learning communities focused on building their instructional practices.

Grade level teams and coaches will meet on a weekly basis to:

- analyze assessment data from i-Ready and other formative assessments to identify which students have demonstrated mastery and those in need of remediation or enrichment
- share best practices that resulted in student mastery of concepts
- identify lessons for remediation and enrichment based on student data
- monitor the instructional focus calendar to determine if instructional pacing needs to be edited/revised
- collaborate with coaches for support needed to develop high quality instruction

Support staff will provide guidance and support to the grade level teams.

BEST Practice 2: Response to Intervention

- Teachers are responsible for knowing and understanding the progress of their students. Each teacher has been provided with a GROW binder that they can utilize to organize their student data and class reports. Teachers are responsible for bringing any and all pertinent data to RTI meetings.
- The MTSS/RTI team designates specific roles and responsibilities to support the teachers and students in the RTI process.
- Team leaders will participate in BASIS and District training to provide an additional layer of support to the teachers and support staff
- Bi-monthly meetings are posted on the school calendar to facilitate the process. Support personnel are assigned based on student's needs to collaborate with classroom teachers regarding the implementation of specific interventions and BASIS documents.
- We have added two reosurce positions using our Title One budget: Our math coach position and our elementary reading resource teacher that work with students and collaborate with both the classroom teacher and the RTI team
- The school's database will continuously be utilized to track student data, RTI status, and meeting dates

What specific school-level progress monitoring data is collected and how often?

The specific school-level progress monitoring data that is collected at Coral Park are: the Benchmark Assessment System (BAS) and the I- Ready Diagnostic Assessments, that are both administered three times a year; at the beginning, middle, and end of each school year. In addition, I-Ready Standards Mastery Checkpoints, and subject area chapter tests are administered at the end of each instructional cycle for the intermediate grades.

How does the school ensure the fidelity of students not progressing towards school and district goals?

The school ensures the fidelity of students not progressing towards school and district goals by implementing a "Walk to Read" model in grades 1-3. In addition, Coral Park has an ability based grouping model in grades 4 and 5. The school's administration and support staff meet with each teacher to monitor individual student progress in grade level Data Chats. Also, the MTSS/Response To Intervention (RTI) team meet to monitor the progress of all students in the RTI process.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers' lessons include multiple ways of representing information, including text, videos, visual graphic organizers, hands-on experiences, etc., in order to access materials in a way best suited for their students. Classroom teachers have been trained in multiple ways to engage students on how to interact with materials. In addition, students are providing multiple ways of showing what they have learned, such as pencil-paper test, oral presentations, group projects, and technology-based assessments.

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

Tier 1 Standards-Based classroom instruction is implemented and aligned to meet students' needs utilizing resources such as standards mastery and BAS to give information regarding student progress and what areas need to be targeted. Teams collaborate to discuss Tier 1 Standards-Based instruction and that it is being properly and effectively implemented. Classroom walk-throughs and observations are conducted to discuss the effectiveness of Tier 1 instruction. Data is gathered, and data chat meetings are held with teachers, administration and support staff to discuss student progress and growth, which included discussion of Tier 1 instruction and resources used.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The texts that are used for core instruction for English Language Arts (ELA) is the Journeys series. The supplemental and intervention programs that are used for ELA include: I-Ready LAFS book and Toolkit, Fun-dations, Soar to Success, Leveled Literacy Intervention (LLI), Super QAR, Lively Letters, Words Their Way, Quick-reads, Rewards, etc.
The texts that are used for core instruction for Math is the Go Math series. The supplemental and intervention programs that are used are the I-Ready MAFS book and Toolkit, Go Math Intensive Intervention, and Touch Math.

The texts that are used for core instruction in Science is Stem-scopes and Science A to Z. The supplemental and intervention program that is used in 4th and 5th grade is "Science Coach".

How does your school implement the Broward County Public Schools Social and Emotional Learning Standards to ensure students are developing social and emotional skills?

Teachers are encouraged to create a warm, safe and supportive learning environment by developing positive relationships with all their students. All staff members must demonstrate care, concern and a belief in all students' ability to succeed. Lesson plans are created with opportunities for cooperative learning, relationship-building and communication activities. In addition, student interests, experiences, and cultural heritage are integrated throughout the curriculum and school activities.

In which ways are the five competencies of the Social Emotional Learning explicitly taught and/or integrated school-wide and in the classroom?

CASEL identifies five key competencies that are seen as instrumental in developing positive relationships and managing life stressors: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. A school-wide focus on fostering a growth mindset in students (students with a growth mindset believe that intelligence can be developed, as opposed to those with a "fixed" mindset who believe that people are born with a certain amount of intelligence and ability) is expected and taught. Emotional richness is incorporated into all classes through the delivery of classroom guidance lessons, because students learn and remember best when their emotions are engaged.

How does your school-wide policy and practices support the social emotional learning for students?

The school-wide behavior plan and the school-wide leveled colored behavior chart, as well as the school-wide behavior assembly encourages positive behavior, expectations and it provides a safe learning environment. School-wide guidance classes/lessons are conducted by the school guidance counselor, who supports the social and emotional learning for all students.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
The supplemental and intervention program that is used in 4th and 5th grade is ◆Science Coach◆ and SRA.	Classroom teachers	6/1/2019	PLC's and district training	$3,000.00
Teachers will teach mathematical concepts using the CPA approach, using manipulatives	Classroom teachers	6/1/2019	PLC's and district training	$3,000.00
K-3 teachers will utilize the BAS and the Continuum of Learning to determine and progress monitor student reading goals for all students. 4-5 grade teachers will utilize the BAS for FSA level 1 and 2 students.	Classroom teachers	6/1/2019	PLC's and district training	$1,000.00
Increase parent education/communication of curriculum needs. Conduct quarterly parent education sessions (Title I) and a monthly newsletter to support curriculum needs.	Support Staff/ Teacher Leads/ Title I Liason	6/5/2019	PLC's and district training	$500.00
Teachers will provide students opportunities to master the required grade level math fluency standards, including school-wide homework, peer tutoring folders, timed tests, and web- based programs.	Classoom teachers	6/10/2019	PLC's and district training	$500.00
Utilize Thinking Maps to develop critical thinking skills and plan for written responses across content areas.	Classroom teachers	6/5/2019	Trained faculty members will conduct a training during team meetings.	$500.00
Monitor/increase the implementation of Dr. Heggerty's Phonemic Awareness for daily usage in grades K-2	Literacy Coach	6/5/2019	monitor through PLC team meetings	$500.00
Build capacity for the RTI Process (progress monitoring, intervention strategies, and assessments).	Administration/MTSS Team	6/5/2019		
Provide and model Speech/Language strategies for classroom teachers.	Speech	6/5/2019	Monitor through PLC team meetings.	

Strategies	Persons responsible	Deadline	Professional Development	Budget
Kindergarten students will participate in a screening prior to the start of the school year to assist teachers in determining student needs	Kindergarten teachers	8/6/2019	District trainings	$1,500.00
Teachers will introduce and support reading concepts utilizing the i-Ready LAFS books in grades two through five .	Literacy Coach and classroom teacher	6/5/2019	PLC's and district training	$500.00
Supports teachers' professional development and growth. Identified teachers will participate in professional development opportunities as needed to support their growth. This can include district trainings, TDA's to observe other teachers, and/or team collaboration planning days.	Administration	6/5/2019	District trainings and classroom observations	$2,000.00
Support ESOL learners through the use of ESOL strategies, Radius machines and cards, as well as differentiated instruction	Guidance Counselor	6/5/2019	PLC's and district training	$250.00
Identified students will participate in interventions, including but not limited to: Fundations, Wilson, Soar to Success, Super QAR, I-Ready Lessons, Quick Reads, LLI, Touch Math, and Saxon.	Reading Resource Teacher	5/4/2019	Selected teachers will participate in training for the intervention programs listed herein	$3,000.00
Utilize Touch Math for students based on IEP/RTI needs.	ESE, teachers, ESE Specialist	6/5/2019	Support given through PLC team meetings	$250.00
Students will utilize Math journals to record and represent knowledge.	Math Coach	6/5/2018	PLC's and district training	$250.00
Increase use of data to form leveled groups.Teachers will use BAS data to form Guided Reading groups and receive support for BAS and Responsive Literacy Instruction training.	Literacy Coach	6/5/2019	PLC's and district training	$500.00
Increase support for the RTI and PLC process. Provide infrastructure, such as common planning, release days, and extended hours to support the PLC and RTI process.	Administration	6/5/2019	PLC's and district training	$500.00
Implement Guidance lessons where students will learn organization and effective study skills.	Guidance Counselor	6/10/2019	PLC's and district training	$250.00
Increase progress monitoring for identified students. Utilize i Ready Reading/Math Diagnostic Assessments, LAFS and MAFS curriculum and Tool Box, and progress monitoring for identified students.	teacher	6/10/2019	I-Ready Trainings	$5,000.00

BPIE FILES

File Name	Uploaded Date
2018CPE_BPIE.pdf	9/26/2018

BROWARD SCHOOLS VIRTUAL COUNSELOR
POWERED BY THE DATA WAREHOUSE
Broward County Public Schools

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School: CORAL PARK ELEMENTARY ▼   **Committee:** SAC ▼

Sign In sheet for CORAL PARK ELEMENTARY Date: 14/25/18 Time: 7:15 am

#	Full Name ▲	Position	SBBC Employee	Parent Of Student At School	Sign Here .
1.	BENT, SONIA	Teacher	Yes	No	
2.	CASANAS, DONNA	Teacher	Yes	No	
3.	CLARKE, ANTHONY	Parent	No	YES No	
4.	CLARKE, KELLY	Parent	No	Yes	
5.	COHEN, JOYCE	IZ Rep	No	Yes	
6.	CONTE, MICHELE	Parent	No	Yes	Michele Conte
7.	CORAL, LILIANA	ESE Rep	No	Yes	
8.	DECIUS, ROSELINE	Parent	No	Yes	
9.	DIXON, MARIE	ESE Rep	No	Yes	
10.	EMERY, ELLEN	Teacher	Yes	No	Ellen Emery
11.	FIGUEROA, KARLA	Parent	No	Yes	
12.	GOLDSTEIN, SHANNON	Parent	No	Yes	
13.	GREENE, ANNAMARIA	Parent	No	Yes	
14.	JENSEN, JEN	Parent	No	Yes	
15.	KENDRICK, MARLENE	Teacher	Yes	Yes	
16.	LEEMAN, MINDY	Teacher	Yes	No	
17.	LOMBARDO, SUZANNE	SAC Chair	Yes	No	
18.	LUGASSI, MICHELE	BTU Steward	Yes	No	M Lugassi
19.	OCEJO, RUTH	Non-instructional	Yes	No	
20.	ORTIZ, EVA	Non-instructional	Yes	No	Eva Ortiz
21.	PHAM, KY	ESOL Rep	No	Yes	
22.	PONTILLO, CAMILLE	Principal	Yes	No	
23.	SALOM, MEGHAN	Parent	No	Yes	
24.	SCHNEIDER, HOANCA	Teacher	Yes	No	
25.	SKOLNICK, MICHAEL	BUSINESS	No	No	
26.	SOARES, LAIS	Pre-K	Yes	No	
27.	TOBON, LORI	SAF-DESIGNEE	No	Yes	Lori Tobon

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SAC Guest

BROWARD SCHOOLS VIRTUAL COUNSELOR
POWERED BY THE DATA WAREHOUSE

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Guest Sign In Sheet For CORAL PARK ELEMENTARY Date: 4/28/18 Time: 7:15am

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
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BROWARD SCHOOLS VIRTUAL COUNSELOR
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School: CORAL PARK ELEMENTARY ▾   **Committee:** SAC ▾

Sign In sheet for CORAL PARK ELEMENTARY Date: *11/28/18* Time: *7:15am*

#	Full Name ▲	Position	SBBC Employee	Parent Of Student At School	Sign Here .
1.	BENT, SONIA	Teacher	Yes	No	
2.	CASANAS, DONNA	Teacher	Yes	No	
3.	CLARKE, ANTHONY	Parent	No	No / *(yes)*	*(signature)*
4.	CLARKE, KELLY	Parent	No	(Yes)	*(signature)*
5.	COHEN, JOYCE	IZ Rep	No	Yes	*(signature)*
6.	CONTE, MICHELE	Parent	No	Yes	*Michele Conte*
7.	CORAL, LILIANA	ESE Rep	No	Yes	
8.	DECIUS, ROSELINE	Parent	No	Yes	
9.	DIXON, MARIE	ESE Rep	No	Yes	
10.	EMERY, ELLEN	Teacher	Yes	No	*Ellen Emery*
11.	FIGUEROA, KARLA	Parent	No	Yes	*Karla*
12.	GOLDSTEIN, SHANNON	Parent	No	Yes	
13.	GREENE, ANNAMARIA	Parent	No	Yes	
14.	JENSEN, JEN	Parent	No	Yes	
15.	KENDRICK, MARLENE	Teacher	Yes	Yes	*(signature)*
16.	LEEMAN, MINDY	Teacher	Yes	No	*(signature)*
17.	LOMBARDO, SUZANNE	SAC Chair	Yes	No	*(signature)*
18.	LUGASSI, MICHELE	BTU Steward	Yes	No	*M. Lugassi*
19.	OCEJO, RUTH	Non-instructional	Yes	No	*(signature)*
20.	ORTIZ, EVA	Non-instructional	Yes	No	*Eva Ortiz*
21.	PHAM, KY	ESOL Rep	No	Yes	
22.	PONTILLO, CAMILLE	Principal	Yes	No	
23.	SALOM, MEGHAN	Parent	No.	Yes	
24.	SCHNEIDER, HOANCA	Teacher	Yes	No	*(signature)*
25.	SKOLNICK, MICHAEL	BUSINESS	No	No	
26.	SOARES, LAIS	Pre-K	Yes	No	
27.	TOBON, LORI	SAF-DESIGNEE	No	Yes	*Lori Tobon*

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SA+ Guest

BROWARD SCHOOLS VIRTUAL COUNSELOR
POWERED BY THE DATA WAREHOUSE

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Guest Sign In Sheet For CORAL PARK ELEMENTARY Date: 11/28/18 Time: 7:15am

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
1.	DJUNA S REGISTO			✓	Djuna S Registe
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