

LEA Name:	Rochester City School District
LEA BEDS Code:	261600010097
School Name:	Vanguard Collegiate High School #97

ENTER DATA INTO

2017-2018 School Comprehensive Education Plan (SCEP)

Contact Name	Ed Mascadri	Title
Phone	585-324-3760	Email
Website for Published Plan		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility W document and understand that any significant modification of the school's approved plan require the prior approval of the comm

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name
Superintendent		Barbara Deane-Williams
President, B.O.E. / Chancellor or Chancellor's Designee		Van Henri White

7/30/18

7/24/18

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
3. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c)
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
August 30, 2017	149 Conference Room		
September 22, 2017	Library		

Name	Title / Organization	Signature
Ed Mascadri	Principal / Vanguard Collegiate High School	<i>Ed Mascadri</i>
Nyree Wims-Hall	Assistant Principal / Vanguard Collegiate High School	<i>Nyree Wims-Hall</i>
Jerome Vacca	Assistant Principal / Vanguard Collegiate High School	<i>Jerome Vacca</i>
Howard Krug	Teacher / Vanguard Collegiate High School	<i>Howard P. Krug</i>
Susan Hollister-Cronberger	Teacher / Vanguard Collegiate High School	<i>Susan Hollister-Cronberger</i>
Adel Bouallagui	Teacher / Vanguard Collegiate High School	
Margery Musinger	School Counselor / Vanguard Collegiate High School	<i>Margery Musinger</i>
Lorraine Lawrence	Teacher / Vanguard Collegiate High School	<i>Lorraine Lawrence</i>
Wanda Adames	Clerical / Vanguard Collegiate High School	<i>Wanda Adames</i>
Gloria LaJuett	Social Worker / Vanguard Collegiate High School	
Dawn Jones	Teacher / Vanguard Collegiate High School	
Nora Roman	Parent Liason / Vanguard Collegiate High School	<i>Nora Roman</i>
Glendaliz Villanueva	Parent / Vanguard Collegiate High School	<i>Glendaliz Villanueva</i>
Grisel Gonzalez	Parent / Vanguard Collegiate High School	
Eriberta Walter	Parent / Vanguard Collegiate High School	
Ruth Vargas	Parent / Vanguard Collegiate High School	<i>Ruth Vargas</i>
Nydia Romero	Parent / Vanguard Collegiate High School	

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's SCLP received the funding necessary to achieve the corresponding goals (Mark with an "X")

- | | |
|---|--|
| X | Limited Degree (Fewer than 20% of planned activities were funded.) |
| | Partial Degree (Fewer than 50% of planned activities were funded.) |
| | Moderate Degree (At least 50% of planned activities were funded.) |
| | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- | | |
|---|--|
| | Tenet 1: District Leadership and Capacity |
| | Tenet 2: School Leader Practices and Decisions |
| | Tenet 3: Curriculum Development and Support |
| X | Tenet 4: Teacher Practices and Decisions |
| | Tenet 5: Student Social and Emotional Developmental Health |
| | Tenet 6: Family and Community Engagement |

In reflecting on the **PREVIOUS YEAR'S PLAN**:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples

Decrease in short term suspension rates by ---% attributed to fully operational helpzone accessible directly by teachers.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment.

Modifications to professional learning provided by the school. professional learning was targeted based on classroom walkthrough observations. Walkthrough tool was recreated to meet the needs of administrators and provide immediate feedback to teachers. addressed low teacher morale through community building and professional learning. created social and emotional team to begin to respond to the needs of students. created an online referral process to have a quick detailed overview of who sent the students, why, and how they are feeling.

In developing the **CURRENT YEAR'S plan**:

Viable PTO, best possible alignment of teacher skills and strengths, as it relates to teaching assignments. Availability of helpzone. Provide relevant professional learning

-
- **List the identified needs in the school that will be targeted for improvement in this plan.**

Student social-emotional development, increase Math and ELA scores, improve attendance and graduation rates, address social/emotional needs of students

- **State the mission or guiding principles of the school and describe the relationship between the mission or guiding**

Guiding principles of excellence, passion, integrity, and community. Excellence is about our commitment to helping students academically be the best they can be (increasing test scores and graduation rates). Passion is about the level of commitment we and our students have for our school and the work that must take place to better it. Striving always to do our best and acknowledging when we have not.

- **List the student academic achievement targets for the identified subgroups in the current plan.**

65% or higher on all regents exams.

- **Describe how school structures will drive strategic implementation of the mission/guiding principles.**

N/A or TBD

- **List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those**

Resources for staffing needs.

rationale for each opportunity.

Restorative practices, differentiated instruction, and learning how to develop high-quality questioning.

community.

Town meetings, establishing partnerships, newsletters, sharing data and events, and home visits.

- **List all the ways in which the current plan will be made widely available to the public.**

School and district website, main office, staff lounge, PTO, and SBPT.

program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention

N/A

Priority Schools: Whole School Reform Model

(Applicable to schools that were identified as Priority during the 2012-2016 identification period)

Under New York State's approved ESEA Flexibility Waiver, all Priority Schools are required to implement a systematic whole school reform model for a period of 3 years. In support of this implementation the Department has committed to ensuring that leaders of Priority Schools that are engaged in implementing whole school reform models are selected and supported by districts through a process that ensures high leadership qualifications as well as a good match between the leader's skills and competencies and the identified needs of the school. All priority schools that are not current recipients of School Improvement Grant (SIG [G]) or School Innovation Fund (SIF) must complete and submit the principal checklist accessed by the hyperlink and provide full responses to the narrative questions below to demonstrate their plan for implementation of a whole school reform model.

<http://www.p12.nysed.gov/accountability/forms.html>

1. New School Design and Educational Plan

A. Curriculum and Instruction: Provide a description of the curriculum being used by the school and any adjustments made to the curriculum based on data analysis of the implementation of the 16-17 plan.

Common Core Curriculum in ELA and Math based on data analysis of January Regents results. 62% passed ELA and 9% passed Math. Honor courses will be offered in Global I and English I. Forensic science will be an elective and graphic design will be an art elective.

B. Professional Development: Provide an update on the coherent framework for professional development described in the 2016-17 plan, which includes extensive job-embedded professional development, and structures for collaboration that enable teachers and support staff to have common, regular, and frequent planning time. Discuss how curriculum and instructional needs are reflected in plans for professional development.

Staffing and enrollment do not support a "clean" common planning time other than lunch. Content area departments schedule monthly meetings during lunch and after school. A lesson plan template will be created to support teachers with instructional planning a delivery of instruction. Teachers will plan and develop lesson and unit plans that use instructional and planning elements such as: grouping based on data analysis, higher order questions strategies to improve to student's achievement and engagement. Professional development will be scheduled throughout the year to address the above.

C. Use of Time: Provide an update on the daily calendar and schedule as described in the 2016-17 plan and articulate how the use of time will continue to provide for meaningful improvements in the quality of instruction, enrichment opportunities, and professional culture of teacher leadership and collaboration. Based on data analysis of the 2016-17 plan

The daily calendar-schedule will be changed to reflect and additional length to the school day. The advisory period with be changed from period 7 to period 1. The purpose of the advisory. Is to provide increased enrichment opportunity to support students' social-emotional needs and development. There will be two thirty five minute lunch periods to enable-support relationship building during lunch due to the smaller number of students in the cafeteria for each lunch.

D. Assessment: Provide an update to the school's approach to assessment as described in the 2016-17 plan.

E. School Climate and Discipline: Describe the strategies the school will employ to continue to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs and if it has changed since evaluation of the 2016-17 plan. Explain how the school will encourage parent/family involvement and communication to support student learning and how it will gauge satisfaction with school climate.

F. Meeting the Needs of Unique Populations: Describe the population of students with disabilities, including those with moderate to severe disabilities, students who are English language learners, and students from households that are eligible for the federal free or reduced-priced lunch program, first generation college goers, students of color, and other young people underrepresented in higher education and the specific continuum of instructional and support strategies that will be employed to meet the needs of these populations.

2. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

A. Site-based Governance: Provide an update to the organizational structure of the school and its day-to-day operation. Explain the rationale for any changes or lack thereof that have occurred since the 2016-17 plan.

B. Staffing, Human Resources, and Work Conditions: Provide an update to the staffing plan for the school including staffing needs and recruitment strategies and what changes the school has made since the implementation of the 16-17 plan.

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and
B1. Most Recent DTSDE Review Date:	May 22, 2018 - May 24, 2018
B2. DTSDE Review Type:	State-Led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	According to the recommendations of the recent DTSDE review, by September 24, 2018 the school leadership team should conduct a minimum of one non-evaluative, informal walkthrough visit in each classroom at least once a month. The focus of these walkthroughs should be (Tenet 3 and Tenet 4) the development and posting of open ended questions and student engagement.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By September 24, 2018, school leaders will conduct at least one classroom walkthrough that address student engagement and higher-order/open ended questioning. 70% of teachers taught about these instructional practices will consistently implement them, as observed and documented during targeted monthly walkthroughs throughout the 2018-2019 school year.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	By June 7, 2019, school leaders will conduct 10 walkthroughs per teacher for approximately five to ten minutes in length and review lesson plans to monitor teacher progress towards higher levels of student engagement and creating and using open-ended questions.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not
8/1/2018	6/1/2019	Administrators will provide summer opportunity for professional learning on open-ended questioning and student engagement protocols.
9/1/2018	6/1/2019	Revisit walkthrough tool and update for student engagement protocols and open-ended questioning. [Adminstrators]
9/1/2018	10/2018	Meet with teachers to explain the evaluation process including informal walkthroughs
10/1/2018	6/1/2019	Create a google sheet to track walkthroughs and update it throughout the year

10/1/2018	5/1/2019	Disaggregate and share the data from the administrative classroom walkthrough tool to improve instruction through summary reports to be shared during staff meetings. [Administrators]
8/1/2018	6/1/2019	Administrators will have weekly meetings to discuss school events, walkthrough data, professional learning, and teacher/student growth.
9/1/2018	5/1/2019	Publish monthly classroom walkthrough focuses in the google classroom [Administrators]

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher
B1. Most Recent DTSDE Review Date:	March 22-24, 2018
B2. DTSDE Review Type:	State-Led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	Based on the recommendation of the DTSDE review conducted in March 2018, it was recommended that school leaders should ensure that each teacher plans and posts a minimum of one open-ended question in their classroom for each lesson that they teach.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	During the 2018-2019 school year, teachers will learn about and practice the art of using open-ended higher order thinking questions. This goal will be measured by walkthrough observations of the inclusion of at least one open-ended question in lesson plans and through the use of these questions for every lesson taught. ☐
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	The administration will conduct approximately five 5-10 minute walkthroughs per teacher during the 2018-19 school year and review lesson plans to ensure that teachers are incorporating open-ended questions throughout their lessons and student engagement protocols. Lesson plans will be available for administrator's review.
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
8/1/2018	5/1/2019	Teachers will receive professional learning during a summer retreat on the higher order thinking questioning and student engagement protocol. This learning will continue throughout the school year. (Administrators/Teachers)

10/1/2018	10/31/2018	By October 31st, 2018, lesson templates will be discussed at SBPT for consideration and selection. (Administrators/SBPT)
10/31/2018	11/16/2018	Approved lesson plan templates will be disseminated to teachers.(SBPT)
10/31/2018	6/15/2018	Leadership team will provide professional learning opportunities on key components of using open-ended questions and student engagement protocol at least 5 times during the school year 2018-2019. (Administrators/SBPT)
10/31/2018	6/15/2018	During the duration of the 2018-2019, as part of Domain 1: Planning and Preparation, 80% of teachers will use the lesson template(s) created by the committee to plan their daily instruction. (Teachers)

Tenet 4: Teacher Practices and Decisions		
Tenet 4 - Teacher Practices and Decisions		Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. Most Recent DTSDE		March 22-24, 2018
B2. DTSDE Review Type:		State-Led
C1. Needs Statement: Create a clear and concise statement that addresses		Based on the recommendation of the DTSDE review, beginning September 17, 2018, school leaders should ensure that each teacher has their students work with their peers to reflect upon and respond to open-ended question(s) that they have posted in their classroom.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,		During the 2018-2019 school year, teachers will learn about and implement effective strategies for the use of questioning and discussion techniques.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward		1. Data collection during classroom walkthroughs. Attendance at Professional Development.
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/4/2018	6/28/2019	School leaders will provide professional development for teachers to learn about open-ended questions and its implementation.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health		Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful
B1. Most Recent DTSDE Review Date:		March 22-24, 2018
B2. DTSDE Review Type:		State-Led
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.		Based on the recommendation of the DTSDE review, beginning September 2018, school leaders should develop a written plan to support students that may have social, emotional or behavioral needs. This plan should be communicated to staff, students and families of the school. Provide training to staff and families necessary to learn how to identify students in school who may have social, emotional, or behavioral needs and how to refer a child to the social emotional team for support.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		100% of staff participating on the Social and Emotional Support Team will be identified and will write a plan detailing how the social/emotional needs of children will be met.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		1. Referrals to the Social Emotional Supports Team. 2. Meeting dates of Social Emotional Support Team. 3. Help Zone Reflection sheets.
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.

9/4/2018	6/15/2019	School Administration will create a Social Emotional Support Team comprised of teachers and support staff, to review current student needs and to identify and match those student needs to interventions.
9/4/2018	6/15/2019	Provide Professional Development in Restorative Practices for teachers and staff to improve the social and emotional well being of students and create healthier relationships between and among students, adults, and families.
9/4/2018	6/15/2019	After returning from suspension student should work with a member of the Social Emotional Support Team to complete the return from suspension process
9/4/2018	6/15/2019	Student Support Service team will continue to seek outside community resources to assist in meeting the needs of Vanguard Students.
9/4/2018	6/15/2019	Offer educational alternatives "Afternoon School" in conjunction with social & emotional developmental activities (i.e. counseling, restorative circles, etc)
9/4/2018	6/15/2019	students and families.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic
B1. Most Recent DTSDE	March 22-24, 2018
B2. DTSDE Review Type:	State-Led

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most	According to the recommendations of the recent DTSDE review, beginning September 2018, the school leadership should ensure that each child is matched up with an adult who will call the child's family a minimum of once a quarter to share positive news about the child.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious,	School leaders, teachers, home school assistant, and school partners will collaborate to increase parent involvement in school events, town meetings and other activities by 10% through an effective communication plan.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys Community partnerships' attendance at workshops and town meetings

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. <u>Do not combine multiple activities into a single cell; each activity should be written in its own cell.</u>
9/4/2018	#####	School leaders, teachers, home school assistant, and school partners will have two parent engagement activities for all stakeholders which will include dinner
9/4/2018	#####	In collaboration with the school leaders, teachers, school partners and the home school assistant the school's web master will keep and update the school's website to reflect current events.
9/4/2018	#####	The school leaders, school partners, parents, and the home school assistant will create a parent & community committee to inform and address parents and community regarding school climate, data, and identified issues or concerns.
9/4/2018	#####	Create a school-wide electronic communication log.