

LEA Name:	Elmira City School District
LEA BEDS Code:	070600010021
School Name:	Ernie Davis Academy

ENTER DATA INTO ALL YELLOW CELLS.

2018-2019 School Comprehensive Education Plan (SCEP)

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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 ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Hillary Austin	
President, B.O.E. / Chancellor or Chancellor's Designee		Sara Lattin	

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) and §3012(d) .
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.

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 provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

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 achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- 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 with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- 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 identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- 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 "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- 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 SCEP received the funding necessary to achieve the corresponding goals (Mark with an "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
- 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 as specific changes in adult behavior and/or measurable changes in student outcomes).

A change that occurred during the 2017 - 2018 school year was the school within a school model. Using academic and behavior data students were teamed with a group of teachers who provided additional supports and resources for students. This had a positive impact in that students on the team earned more high school credits than students the previous year.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

The school's State visit was conducted at the end of November 2017. The recommendations from the visit drove the school improvement efforts for the remainder of the school year. This included revisiting student learning targets, formative assessment, revisit the existing PBIS school-wide plan, development of a family and parent engagement plan and administrative informal classroom walk throughs . These recommendations from the State visit put a focus on learning targets, lesson planning and formative assessment data which drove the topics for professional development the second half of the year.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current SCEP.

Frequent, consistent classroom walk throughs; development & use of skill/concept/content learning targets; establishment of PBIS task force & relaunch of PBIS; development of parent/family engagement plan

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

Teachers will be provided with targeted, specific feedback to improve instruction; students can explain what they're learning; formative assessments accurately measure skills/content/concepts to adjust instruction; construction of school wide behavioral expectations; parents will receive information to increase involvement in their child's education and to be informed supporters of education

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

The school is the cornerstone of the community as it promotes the "Ernie Davis Way." The school takes pride in being recognized as the Ernie Davis Academy. The schools' expectations for both students and staff are modeled after the characteristics and qualities of Ernie Davis. This philosophy continues to be developed during the summer and during the school year through curriculum and programs offered to students.

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

An increase of 3% from Fall to Spring NWEA MAP reading and math RIT scores for special education students. An increase of 3% proficiency on the NYS assessments in ELA and Math in the spring of 2019 for economically disadvantaged students.

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

Professional development will allow for continuation of the focus on student learning targets, lesson planning and the use of formative assessment. The school within a school model will continue to develop and improve as it will be in its second year of implementation. Informal classroom walkthroughs to collect data and provide feedback to teachers will be formalized by following a set schedule. The collection of lesson plans and feedback being provided will continue.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

There will be administrative changes over the summer that may create challenges. Relationship and team building will take place to ensure a cohesive administrative team functions efficiently. Routinely conducting administrative walk throughs continues to be a challenge because of time. 8th graders in the school will have computer devices this coming school year. This will create challenges with teachers and the professional development teachers may need. PD may need to be more differentiated than previously. Inclusion is always being implemented in both 8th and 9th grade for the 2018 - 2019 school year.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

The district offers extensive PD opportunities as well as offering teachers opportunities to go to BOCES and State conferences and workshops. All requests for teachers to attend workshops must be in alignment with the school's improvement plan.

- List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Auto-dialer, email, phone calls, district website, district FaceBook page, Newsletters generated by administrators as well as the Family and Community Outreach Coordinator.

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

The plan will be posted on the district website www.elmiraacityschools.com

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 sustainable school improvement.
B1. Most Recent DTSDE Review Date:	November 28-30, 2017
B2. DTSDE Review Type:	State-Led

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the November 2017 state-led review report, EDA does not conduct regular, coordinated and consistent classroom walk-throughs and as a result teachers infrequently receive feedback and when they do, it is usually descriptive instead of targeted and goal-specific. These findings are supported by an October 2017 staff survey in which 58% agree with the statement "our school leaders frequently visit our classrooms conducting informal walkthroughs" and 65% agree with the statement "I receive helpful instructional feedback and guidance from our school leaders".
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100% of administration will conduct no less than 2 walk-throughs per day, per leader utilizing a feedback tool to provide written, actionable feedback to teachers to review the quality of written lesson plans so that high-quality instruction occurs leading to increased student success. As a result, there will be a 3% increase for staff survey responses (# 11 and 12) as well as a 3% increase in core classroom passing rates from marking period 2 to marking period 3 and at least 4/5 specific Danielson Rubric components (1C, 1E, 3A, 3B, 3C and 3D) will have at least 65% of teachers labeled as "effective" or "highly effective". This will be measured using staff survey responses, marking period pass/failure rates, and Danielson Rubric ratings.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) marking period pass rates (marking period 2 & 3) 2) staff survey responses (# 11 & 12) 3) Danielson Rubric component rating (1C, 1E, 3A, 3C, 3D)

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
August 1st, 2018	September 1st, 2018	EDA school leaders will develop and communicate the details of a feedback tool (including frequency of classroom visits, protocol for providing feedback and conducting follow-up visits) to be used to by all school leaders during classroom visits to share feedback with teachers following the classroom visit. Responsible/Participants: EDA school leaders and EDA teachers Frequency: 1 time Intended Impact: To utilize a feedback tool in which to provide teachers with targeted, goal-specific feedback to improve their instructional practices.
August 1st, 2018	September 1st, 2018	EDA school leaders will develop a walk-through schedule in which each school leader will complete no less than two walk-throughs a day and should include the sharing of timely, actionable feedback. Responsible/Participants: EDA school leaders Frequency: 1 time Intended Impact: Walk-throughs will occur regularly and will be consistent and coordinated.

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 instructional practices and student-learning outcomes.
B1. Most Recent DTSDE Review Date:	November 28-30, 2017
B2. DTSDE Review Type:	State-Led

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the November 2017 state-led review report, EDA teachers utilize learning targets that identify tasks to be completed by students rather than learning outcomes. As a result students often could not explain what they were learning and were only able to articulate the tasks they had been asked to complete. Also, formative assessments, when administered, do not often accurately measure the achievement of a specific skill, or the level of understanding demonstrated by students of the concept being studied. As a result, teachers were unable to accurately gauge the success of the lesson or to inform the planning of subsequent lessons or student groupings.
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100% of teachers will plan lessons and assessments that are geared towards achieving clearly defined skills, content and conceptual learning using skill/content/concept sentence stems so that staff and students know what the learning is rather than the tasks to be completed. As a result there will be a 5% increase for student survey statement (# 15) and a 3% increase in core classroom passing rates from marking period 2 to marking period 3.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) student survey response (# 15) 2) lesson plan artifacts 3) marking period pass rates (marking period 2 & 3)

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should
September 4th, 2018	October 17th, 2018	EDA school leaders will communicate an expectation that lesson plans and assessments are to be planned in such a way that they lead students toward achieving clearly defined skills, content and conceptual learning targets. Responsible/Participants: EDA school leaders and EDA teachers Frequency: 1 time Intended Impact: To ensure that learning targets identify learning outcomes rather than tasks to be completed by students.
September 4th, 2018	October 17th, 2018	EDA school leaders and the Data Curriculum Coordinator will provide a refresher training on how to write and assess skill, content and conceptual learning targets. Responsible/Participants: EDA school leaders and Data Curriculum Coordinator Frequency: 1 time Intended Impact: To ensure that learning targets identify learning outcomes rather than tasks to be completed by students.

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
B1. Most Recent DTSDE Review Date:	November 28-30, 2017
B2. DTSDE Review Type:	State-Led

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the November 2017 state-led review report, classroom assessment strategies typically used were often designed to provide information on the completion of tasks rather than the learning of a skill, key content or a concept by individual students. When teachers employed the use of assessment tools such as exit tickets or bell ringers, they did not analyze the assessment outcomes and then use that information to adjust instruction or improve instructional practices to meet the needs of all students. October 2017 surveys supported these findings as 73% of teachers agree with the survey statement "teachers actively use data to differentiate instruction" and 57% of students agreed with the survey statement "my teachers often check to see if all students understand what is being taught".
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2018, 100% of teachers will use student learning targets centered on skills, content and concepts to measure student learning and adjust their instruction to meet the needs of all students. As a result there will be a 5% increase for student survey statement (# 15), a 3% increase for teacher survey response (# 15) and a 3% increase in core classroom passing rates from marking period 2 to marking period 3.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) staff survey response (# 15) 2) student survey response (20) 3) passing rates (marking period 2 & marking period 3)

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
October 18th, 2018	June 1st, 2019	EDA school leaders will monitor lesson plans and assessments focusing on skill, content and conceptual learning targets. Responsible/Participants: EDA school leaders Frequency: Monthly Intended Impact: To provide teachers with timely, actionable feedback about the quality of teacher lesson planning.
October 18th, 2018	June 1st, 2019	EDA school leaders will conduct 2 walk-throughs per day, per school leader. Responsible/Participants: EDA school leaders Frequency: Twice daily Intended Impact: To confirm that teachers are collecting and analyzing formative assessment data to adjust daily instruction to meet the needs of all students.

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 environment that is conducive to learning for all constituents.
B1. Most Recent DTSDE Review Date:	November 28-30, 2017
B2. DTSDE Review Type:	State-Led

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the November 2017 state-led review report, the school does not have clearly established school-wide behavioral expectations that are communicated to all members of the school community. As a result classroom rules and expectations vary across content and grade levels. There is also confusion for teachers with regard to what behavior warrants an office referral and which behaviors are considered major or minor instances of misbehavior. Unfortunately these inconsistencies can impact how some students experience learning in the school because interventions, enrichment, scheduling and extra-curricular activities are based on student behavior, attendance and academics. October 2017 surveys supported these findings as 42% of students and 31% of staff agreed with the statement "student behavior does not interfere with instruction during class time". Fifty-six percent of staff agree with the statement "we have an effective system for developing and building student social-emotional health" and 68% of students agree with the statement "our school has clear rules".
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 2018, the school leader in collaboration with the Dean of Students will establish a task force comprised of students, the Family Community Outreach Coordinator, teachers, parents and hall monitors to develop school-wide behavioral expectations to serve as the foundation for a re-launch of PBIS. As a result, all staff will actively promote and endorse these behavioral expectations with consistency and fidelity so that there is a 5% decrease when comparing the 2017-2018 to the 2018-2019 discipline rates and a 5% increase for all staff and survey responses referenced in the gap statement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) student survey responses (# 43 & 37) 2) staff survey responses (# 61 & 69) 3) discipline rates (discipline referrals, BIC, OSS, ISS, tardies and MIRs)

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 2nd, 2018	July 9th, 2018	EDA school leaders establish a school-wide PBIS task force by recruiting teachers, parents, students and hall monitors as team members. Responsible/Participants: EDA school leaders Frequency: 1 time Intended Impact: Representative stakeholders of the EDA community will work together to develop school-wide expectations to serve as the foundation of EDA's PBIS/SOAR program.
September 4th, 2018	September 7th, 2018	EDA's PBIS task force will launch the school-wide PBIS plan to teachers and staff. Responsible/Participants: EDA PBIS task force members Frequency: 1 time Intended Impact: To clearly establish and communicate school-wide behavioral expectations to all school community members to encourage consistency in both student behaviors as well as teacher responses to misbehavior.
September 4th, 2018	September 7th, 2018	EDA's PBIS task force will post signage in all classrooms, hallways and common areas communicating PBIS behavioral expectations. Responsible/Participants: EDA PBIS task force members Frequency: 1 time Intended Impact: To clearly establish and communicate school-wide behavioral expectations to all school community members to avoid inconsistencies in both student behaviors as well as teacher responses to misbehavior.

September 4th, 2018	June 26th, 2019	EDA school leaders will monitor the implementation of these expectations and will communicate PBIS data by displaying it prominently near the EDA 4 corners. Responsible/Participants: EDA school leaders Frequency: monthly Intended Impact: To make accurate decisions and recommendations about interventions, enrichment, scheduling and extra-curricular activities based on student behavior, attendance, and academics.

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 progress and social-emotional growth and well-being.
B1. Most Recent DTSDE Review Date:	November 28-30, 2017
B2. DTSDE Review Type:	State-Led

C1. Gap Statement: Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	According to the November 2017 state-led review report, school leadership has not evaluated the school's engagement and communication strategies or established systems and structures to improve family engagement. School leaders and staff stated there is no written parent engagement plan that identifies priorities and provides step-by-step information about how, by whom, and when these priorities will be achieved. According to an October 2017 survey, 61% of students agree with the statement "my teachers provide information to my family" and 61% of staff believe "we actively engage families in conversations around students' needs/progress". Sixty-one percent of staff agree with the statement "as a school, we are effective in maintaining the home connections" and 70% believe "our families are provided with sufficient information to understand their child's progress and become partners in learning".
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D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By October 2018, school leaders, in collaboration with the Family Community Outreach Coordinator and an EDA parent/family engagement task force will develop of a comprehensive parent/family engagement plan so that parents receive the information they need to become more involved in the education of their children and to be informed supporters of school improvement efforts. As a result, there will be a 5% increase on all survey statements referenced in the gap statement and at least 200 family needs assessments will be completed and returned to EDA.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) student survey response (# 46) 2) staff survey responses (# 81, 82 & 100) 3) family needs assessments completion/submission (200)

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. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
July 2nd, 2018	July 9th, 2018	EDA school leaders establish a parent/family engagement task force by recruiting volunteers from teachers, parents, students and hall monitors. Responsible/Participants: EDA school leaders Frequency: 1 time Intended Impact: Representative stakeholders of the EDA community will work together to develop school-wide expectations to serve as the foundation of EDA's PBIS/SOAR program.
August 1st, 2018	September 4th, 2018	The EDA task force will define the overall purpose of the parent/family engagement task force and the objectives to be included in the parent/family engagement plan, develop a regular task force meeting schedule (with set meeting times and set meeting locations), and to determine the roles and responsibilities of all task force members Responsible/Participants: EDA task force members Frequency: 1-2 times Intended Impact: To establish a process which leads to the development of a comprehensive parent/family engagement plan.
