

<b>LEA Name:</b>	Schenectady City School District
<b>LEA BEDS Code:</b>	530600010034
<b>School Name:</b>	Central Park Middle School

## 2018-2019 School Comprehensive Education Plan (SCEP)

<b>Contact Name</b>	Tamara Thorpe-Odom	<b>Title</b>	Principal
<b>Phone</b>	518 370-8250	<b>Email</b>	odomt@schenectady.k12.ny.us
<b>Website for Published Plan</b>	Schenectady City School District		

**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.**

<b>Position</b>	<b>Signature</b>	<b>Print Name</b>	<b>Date</b>
Superintendent		Laurence T. Spring	
President, B.O.E. / Chancellor or Chancellor's Designee		John Foley	

**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.

## 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.

See attached document

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 2, 2018	Library		
May 10, 2018	Library		
June 6, 2018	Library		
June 14, 2018	Library		
June 21, 2018	Library		

	Title / Organization	Signature
Mary Beth Arcidiacono	Teacher	
Heather Keough	Teacher	
Tamara Thorpe-Odom	Principal	
Kerri Evers	Assistant Principal	
Leanne Vacca	Teacher	
Louise Gundrum	Assistant Principal	
Kathleen Wylie	Parent	

## 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
X	Tenet 5: Student Social and Emotional Developmental Health
X	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).

TSS Practices, Development of Reflection room, Vision and Mission statement created, Planbook Implemented, Dedicatated PLC schedule for Teams

- 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.

Walkthrough and feedback to staff . Consisent communivation between staff and Administration.

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

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

Walkthrough, feedback, consisent supervision, Building culture and community

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

School Culture, School community, Communication, Sustaninability , Walkthroughs and timely feedback

- 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 school.

The mission of Central Park Middle School is to provide a safe, dynamic learning space where students can develop essential literacy skills, academic strategies, and valuable 21st Century leaning skills in an environment that promotes positive behavior in preparation for the rigors of higher education while becoming successful, responsible leaders who enrich our community

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

Increase in ELA and Math Scores

Procedures, protocols, and communication will be aligned with the building mission, vision and guiding practices.

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

Resistance to change and school culture

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

PD oppourtunities will be provided to teachers and school leaders Quarterly through the year. PD will allow and foster academica and social emotional needs of students and staff.

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

Focus Groups, PLC and Team Meetings , Partnership with Coordianators

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



## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 14 & 15, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Visit

<b>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.</b>	The School Leader and Assistant Principals will conduct building wide walkthroughs to ensure classroom and school environments are fostering environments of academic and social emotional success. Feedback will be provided to staff, students, and all stakeholders throughout the year.
---	---

<b>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.</b>	School leaders along with staff and stakeholders will work together to foster an environment of academic and social emotional success.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Leading indicators will be evidence through student behavior data; number of visits with social workers and google documents for lesson plan feedback.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> 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.
18-Aug	19-June	EMAIL is the mode of communication-- Morning and Afternoon emails will be sent from Mrs. Odom or designee
18-Aug	19-June	Build two 5 minute Mindfulness sections into the school day
18-July	18-Aug	Work with staff to create master schedule
18-Sept	19-June	Work with staff to create social committee
18-Sept	19-June	Work with staff to join and be apart of school safety committee, TSS, PBIs, and other committee needed to build school community
18-Sept	19-June	Bulletin boards, newsletters, website, Twitter, signage, and other media forums

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 14 & 15, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Visit

<b>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.</b>	Our review on 3/14, 3/15 recommends "the School Leader ... collect and provide feedback weekly on teachers' lesson plan with minimum expectation of those plans containing (1) objective, (2) standard and (3) questions that will be asked by the teacher; the (4) teacher will identify those questions which will also be student to student talk rather than teacher directed. This is to ensure teachers are planning for higher order questioning and increased student engagement through academic productive talk. In addition, opportunities for purposeful interdisciplinary planning need to be more evident. Teacher feedback provided to students needs to enable students to take ownership for individual learning.
---	--

<b>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.</b>	100% of core area teachers will create lesson plans that incorporate (1) clear learning objective; (2) Standard; (3) High leverage questions; (4) encourage student to student discussion.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Leading indicators will be evidence through bi-weekly checks in planbook; data collected through a building developed google document; Team notes recorded during PLC meetings; Student academic and behavioral data.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug-18	Jun-19	Teachers will be provided with Planbook.com access for planning lessons
Aug-18	Jun-19	Teachers will share the planbook.com lessons with complimentary and co-teachers by sharing their Student Key and/or teacher key with peers.
Aug-18	Dec-18	Administration will continue to offer voluntary training on Google Docs/Classroom, Planbook; etc.
Aug-18	Oct-18	Planbook PD will be provided in late summer to new hire teachers and 1st week of school to current faculty as a refresher. Training will be provided by in-house staff, and made available as necessary throughout the year.
Aug-18	Jun-19	4 out of 10 Faculty meetings will provide PD that addresses teacher-identified need areas including high order questioning and academic talk.
Jun-18	Aug-18	A Google forms survey will be completed by faculty and reviewed by administration to plan PD that will be most useful to staff.
Sept-18	Jun-19	Transportation for educational projects for each grade level (\$10,000 total expenditure)
Sept-18	Jun-19	Stipend for pre-School and after-school enrichment clubs

### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 14 & 15, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Visit

<b>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.</b>	DTSDE review on 3/14, 3/15 recommends the school leader should develop and roll out a consistent PLC structure and a schedule for school leadership to monitor the implementation of PLC across the building in order to ensure all grade levels examine data and create immediate action plans to improve student achievement.
---	---

<b>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.</b>	School administration will support PLC through once weekly attendance at PLC meetings, and positive feedback to faculty after walk throughs. 100% of school administration will attend PLC meetings once weekly. 100% of content area teachers will meet daily in PLC and use data-driven decision making to report, problem-solve and improve concerns about student academic and behavioral performance.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student discipline data, students' grades and progress notes, PLC reports

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug-18	6-Sep-18	Administration will develop, share and train faculty in the use of a Google document to be used for data collection during team PLC.
Aug-18	Jun-19	Each PLC will be visited by an administrator once a week
Aug-18	Jun-19	When possible, Administration will continue to schedule common planning time for team teachers and every effort will be made to allow Special education providers to attend PLC's and for SPecial area teachers to have common planning time
Aug-18	Jun-19	Admin will walk through each classroom once weekly, switching up the administrator to ensure each administrator has seen each classroom once monthly.
Aug-18	Sep-18	Administration will develop three walk through observation points (objectives, agendas, instructional shift, student engagement) and share with faculty. As these items change, administration will share changes in the faculty meeting or an email prior to enacting the change.
Sep-18	Jun-18	Admin will provide feedback from walkthroughs within a 24 hour period

## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>		<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>		March 14 & 15, 2018
<b>B2. DTSDE Review Type:</b>		District-Led Visit
<b>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.</b>		DTSDE review on 3/14, 3/15 recommends the school leader will restart the PBIS initiative with a restatement of the expectations for common areas (hallways, cafeteria, gymnasium, etc.) and reinstate Park Bucks and a reward system for students so that students are rewarded for their positive behaviors on a regular and consistent basis; Also, programs such as PBIS and TSS are inconsistently implemented, therefore meeting the needs of some students but not all.
<b>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.</b>		By June 2019, 95% of CPMS School Leaders, faculty and staff will implement PBIS school wide as measured by anonymous quarterly feedback surveys, reduction of referrals by 10% over 2017-18 school year and student PBIS participation survey. The building will continue to implement Trauma Sensitive School practices through professional development, daily mindful moments, encouraging self-care among staff and faculty and increase TCIS staff certification.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>		Student discipline referrals; quarterly PBIS feedback surveys; and, student PBIS survey; participation in PBIS sponsored events
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug-18	Sep-18	PBIS committee will generate a survey to measure student and adult perception and understanding of PBIS
6-Sep-18	20-Sep-18	PBIS committee will Poll students and staff in their perception and understanding of PBIS
Nov-18	Jun-19	PBIS committee will poll three additional quarterly PBIS perception polls and track changes in understanding and attitudes
Nov-18	Jun-19	School Leaders and the PBIS committee will evaluate changes in understanding and perception polls quarterly to monitor for misconceptions and/or problems with implementation of PBIS
Aug-18	Sep-18	Building Leaders will provide faculty and staff with two (2) 90-minute professional development sessions to review PBIS goals and expectations before the beginning of the school year.
Jul-18	Jun-19	School Leaders and PBIS committee will recruit student participants to create training videos for PBIS.
Sep-18	Sep-18	Faculty will use the first 5 instructional days of the school year to teacher behavioral expectations, classroom expectations, etc. to ensure all students feel welcome and connected to the CPMS community.
Sep-18	Jun-19	Building Leaders will support the PBIS committee with the use of SCEP funds to support an afterschool PBIS club which will meet bi-monthly.

Sep-18	Dec-18	Behavior Specialist Team will be employed to provide mindfulness training to all PLC's using their Mindfulness Meet-up Pilot.
Sep-18	Dec-18	Building Leaders will participate in the Mindfulness Meet-up Pilot offered by the Behavior Specialist team with one or more PLC's
Sep-18	Jun-19	Building Leaders and the TSS committee will continue to provide self-care opportunities to staff including, but not limited to, one (1) faculty meeting devoted to self-care practices.

## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>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.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	March 14 & 15, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Visit

<b>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.</b>	DTSDE review on 3/14, 3/15 recommends the school leader will develop a system to monitor specifically which families are engaged through attendance at school events and create an action plan for outreach to those parents not fully engaged in order to increase the feeling of belonging and involvement in the educational process.
---	--

<b>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.</b>	The school leaders will support a variety of events aimed at including parents including: PLC's to host parent information nights on a variety of topics (i.e. how to help with homework; sleep is the best homework; School initiatives (TSS, PBIS); other topics); 6th and 7th grade orientation, back-to-school night.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Attendance sheets will be collected, tracked and stored to monitor parent involvement.

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>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.</b>
Aug-18	Aug-18	Building Leaders will create and distribute a hand-out with important dates, club information and school contact numbers for parents at 6th grade orientation. SCEP funds will be used to support teacher participation at this event
Sep-18	20-Sep-18	Building Leaders will create and distribute a hand-out with important dates, club information and school contact numbers for parents at Back to-School Night
Oct-18	Jun-19	Building Leaders will support PLC's in creating monthly parent information meetings; the PPS PLC, 6th, 7th and 8th grade, and complimentary PLCs will each be invited to host one or more parent information night. SCEP funds will be used to support these afterschool hour events.
Aug-18	until filled	Building Leaders will hire a parent liaison (paid thru a different grant)
Aug-18	Jun-19	All events open to parents will have a sign-up sheet, which will be collected and saved for data
Aug-18	Jun-19	Building Leaders will create a survey to be completed after each event and provide an on-line version and chrome book access to be completed after each event.
20-Sept-18	20-Sept-18	Back to school night BBQ and get to know community. Invite Board Members, Mr. Spring, Cultural Brokers and Brian Ledbetter. SCEP funds will be used to support teacher participation in this event.

28-Aug-18	28-Aug-18	Building Leaders will create and distribute a hand-out with important dates, club information and school contact numbers for parents at 7th grade orientation. SCEP funds will be used to support teacher participation at this event.
Aug-18	Jun-19	Buildings Leaders will create and mail specific flyers for the respective events happening at school. SCEP FUNDS MAY BE USED TO PROMOTE THE EVENT
Oct-18	Mar-19	Cultural Fusion Committee will form and begin community outreach for March event SCEP FUNDS MAY BE USED TO PROMOTE THE EVENT
Aug-18	18-Sept-18	Bring Dads to School Day. Invite Board Members, Mr. Spring, Cultural Brokers and Brian Ledbetter. panel of dads to talk
1-Dec-18	2-Feb-19	Black History Committee will form and begin community outreach for February event. SCEP FUNDS MAY BE USED TO PROMOTE THE EVENT AND FUND SUPPLIES.
1-Dec-18	3-Mar-19	Talent Show Committee will and plan for March performance