

**New Hampshire Department of Education
Bureau of Special Education
Special Education Program Approval and Improvement Process**

**Concord School District
SAU 8**

**Focused Monitoring Report
2013-2014**

**Christine C. Rath, Superintendent
Robert Belmont, Director of Student Services**

**Technical Assistants
Kathryn Skoglund
Diane Lurvey**

Date of Report: June 1, 2014

Table of Contents

Introduction to the Concord School District	03
Focus Monitoring Process	04
Focused Monitoring – Essential Question	04-05
Focus Monitoring Leadership Team – Achievement Team	06-07
Focused Monitoring Activities	07-09
Data Inquiry and Analysis	09
Next Steps	10
Action Plan	11-16
Appendices	17
Appendix A. Chronology of FM Activities- Concord School District 2013-14 Appendix B. Norms for Collaboration Appendix C. Turn Around Principles Appendix D. Cycle of Inquiry Appendix E. District Math Survey Appendix F. NECAP Math Gap Analysis Appendix G. Math Gap Analysis Survey Appendix H. Carol Kosnitsky Presentation – Writing IEPs with Measurable Goals Appendix I. Resources: Article: Schools Moving Up , Author Heather Mattson Almanzan Article: Bringing UDL into the Mainstream , Author Alexander Russo Article: Up and Away , Author Mike Schmoker Article: How Do Principals Really Improve Schools? Author Rick DuFour & Mike Mattos Article: Growth Mindsets Transforming Students’ Motivation to Learn , by Carol Dweck Powerpoint Presentation: Mega – Analysis Research, Dr. Robert Greenleaf Hattie’s “Visible Learning” Meta-analyses Characteristics of Educator Instructional Disposition Visible Learning: What’s Good for the Goose Research , Author John Hattie John Hattie’s “Top 10” Glossary of Hattie’s Influences on Student Achievement , Author John Hattie 2012 MFA Achieving Student Growth Chapter 3 Critieria for Effective Feedback Quality Feedback – What Is It and How to Give It , Author Katie Rapp Embedded Formative Assessment , Author Dylan William 2013-2014 Concord Special Education Department Presentation PowerPoint	

Introduction

Concord is the capital city of the state of New Hampshire. Located as the county seat of Merrimack County, Concord has a population of approximately 42,695. The City of Concord has a longstanding history of a very strong commitment to high quality public education.

The Concord School District has one high school, one middle school, five elementary schools, and two district preschools. Concord High School has a total grade 9-12 student enrollment of 1722. Within the 1722 student enrollment, there are 294 students on IEPs which represents 17.07% of the student population.

Rundlett Middle School is the only public middle school in the Concord School District with 979 students. Within the 979 student enrollment, there are 149 students on IEPs which represents 15.22% of the student population.

Concord School District's elementary schools underwent a major re-configuration in 2012, with three newly constructed schools opening and replacing six previous schools. Kimball School and Walker School were replaced by Christa McAuliffe School on the Kimball School site, Conant School (and Rumford School, which closed a year earlier) were replaced by Abbot-Downing School at the Conant site, and Eastman and Dame schools were replaced by Mill Brook School, serving kindergarten through grade two, located next to Broken Ground Elementary School, serving grades three to five. Beaver Meadow School, the remaining elementary school, was unaffected by the changes.

As for elementary school enrollment, Abbot Downing School student enrollment is approximately 429 students. Within the 429 student enrollment, there are 58 students on IEPs which represents 13.52% of the student population.

Beaver Meadow School student enrollment is approximately 362 students. Within the 362 student enrollment, there are 60 students on IEPs which represents 16.57 % of the student population. Broken Ground School student enrollment is approximately 368 students,. Within the 368 student enrollment, there are 49 students on IEPs which represents 13.32%. Christa McAuliffe School student enrollment is approximately 422 students. Within the 422 student enrollment, there are 54 students on IEPs which represents 12.80% of the student population. Mill Brook School student enrollment is approximately 406 students. Within the 406 student enrollment, there are 47 students on IEPs which represents 11.58%

Preschool programming for students on IEPs is located at Mill Brook School and Beaver Meadow School. In these two preschool settings, there are 34 students on IEPs who are age 3 and 43 students on IEPs who are age 4. The district also provides preschool programming in the community-based preschool locations of: Crimson Tide Preschool, Emerson Preschool, Head Start Preschool, New Hampshire VoTech Preschool, and Woodside Preschool.

With a total Concord School District total student enrollment of 4498 K – Grade 12, 672 students are on IEPs which represents 14.94%. As for K – grade, with a total student enrollment of 1987, 262 students are on IEPs which represents 13.19%. Grade 6-8 total student enrollment is 979, with 149 students on IEPs equaling 15.22%. Grade 9-12 total student enrollment represents 1722 with 294 students on IEPs equaling 17.07%.

Focus Monitoring Process

The mission of the New Hampshire Department of Education Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in the Concord School District, where a strategic and collaborative process has been developed to address the Achievement Gap between Concord School District students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective has been essential to best create strategies that represent gains for all Concord School District students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process has been designed to incorporate current school and Concord School District improvement goals and strategies in this yearlong effort.

Given that the New Hampshire Department of Education has elected to address the achievement gap as the ‘key performance indicator’ for meeting the statutory requirements in the NCLB legislation, the Concord School District’s Focus Monitoring essential question is:

What are the contributing factors to the achievement gap in the area of mathematics between Concord School District students with disabilities on IEPs and their typically developing grade level peers, and how will the gap in mathematics be narrowed?

Based on the above essential question, the Concord School District Focus Monitoring Achievement Team has decided to focus on an over arching goal of:

By June 2016, Concord School District students with disabilities on IEPs will demonstrate improvement in accuracy and will have moved to a higher level of reasoning from their September benchmark on appropriate Ongoing Assessment Project Framework.

2014 - 2015 Focus/Data Collected for Multiplicative Reasoning
• Learning year for additive, ratios and proportions

2015 - 2016 Focus/Data Collected for all

The FM Achievement Team has further refined its Focus Monitoring math goal to represent:

Students with disabilities in grades 3-5 will complete a multiplicative reasoning assessment three times during the year: September, January, June. By June, 85% of these students will demonstrate improvement in accuracy and will have moved to a higher level of reasoning from their September benchmark on the Ongoing Assessment Project Multiplicative Framework.

Students will be scored for:

correct out of 6 (grade 3-4); 7 (grade 5)

of answers at which of the 5 levels of multiplicative reasoning on the OGAP Learning Progression

The Focus Monitoring Achievement Team has identified three additional objectives to work on:

- 1.) All Schools will develop schedules that include a “math block” and a focus on the delivery of effective tiered instructional strategies and practices.
- 2.) Students will set goals with their teachers based on where they are on the learning progressions informed by ongoing formative assessment. All teachers working with students will understand the learning progression, analyze student work to identify where students are on the progression, and determine next teaching steps. Students and teachers will participate in an ongoing cycle of clear, specific and descriptive feedback in order for students to achieve their goals.
- 3.) Establish math (PLCs) data teams at each grade level to assist in the delivery of comprehensive, tiered math interventions (including flexible grouping) to review student work, to administer on going formative assessment for the purpose of informing instruction and documenting growth in student learning.

Statutory Authority for New Hampshire Department of Education Monitoring

The Concord School District recognizes its responsibility to work with and comply with the statutory authority of the New Hampshire Department of Education to monitor school districts for compliance with state and federal special education IDEA Regulations. The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

This Concord School District Focused Monitoring Summary Report is intended to serve as a record of the work of the Concord School District Focus Monitoring Achievement Team during the 2013-2014 school year. More importantly, it contains a limited number of well defined goals that will help focus our school district’s work by setting a target for student achievement or addressing the factors that impact student achievement. This document is intended to be a synthesis of what our 2013-2014 Concord School District Achievement Team has accomplished. It is intended to support our improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between Concord School District students with and without disabilities. We realize that monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put our Concord School District on the “visit” list and are aimed at helping our school district to improve our performance on that indicator.

Focus Monitoring (FM) Process – FM Achievement Team and FM Leadership Team

The Concord School District FM Monitoring Process participants included the membership of:

- Two New Hampshire Department of Education Technical Assistants
- FM Leadership Team Members (LT), and
- FM Achievement Team Members (AT).

<u>Member:</u>	<u>Location:</u>	<u>Level/Participation:</u>
Dr. Chris Rath	Office of the Supt.	Superintendent LT-AT
Chris Demers	Office of the Supt.	Assessment Coordinator LT- AT
Linda Stuart	Office of the Supt.	Math Coordinator LT-AT
Anne Wilkinson	Abbot Downing	Special Ed Coordinator LT-AT
John Forrest	Beaver Meadow	Principal LT - AT
Sandra Van Dyke	Beaver Meadow	General Educator AT
Nancy Pender	Broken Ground- Mill Brook	Special Ed Coordinator LT - AT
Cassandra Ardinger	School Board	LT - AT
Laura Beth Ulwich	Abbot Downing	Special Ed Grade 2 AT
Christina Moore	Broken Ground	Special Ed Grade 3-5 AT
Carol McCarthy	Christa McAuliffe – Beaver Meadow	Special Ed Coordinator LT - AT
Diane Johnston	Christa McAuliffe	General Educator Gr. 2 AT
Barbara Hemingway	Mill Brook	Preschool Coordinator LT – AT

<u>Member:</u>	<u>Location:</u>	<u>Level/Participation:</u>
Chris Lewis	Rundlett Middle	Spec Ed Administrator LT - AT
Susan Dicroce	Rundlett Middle	Gen. Educator Gr. 6/7 AT
Elizabeth Logan	Rundlett Middle	Special Educator AT
Steve Rothenberg	Concord High School	Asst. Principal LT - AT
Meeta Brown	Concord High School	Special Ed Coordinator LT - AT
Michele Speckman	Concord High School	Special Ed Coordinator LT - AT
Kristina Peare	Concord High School	Special Educator AT
Robert Belmont	Office of the Supt.	Director of Student Services LT - AT
Kathy Skoglund	SERESC - Consultant	NHDOE FM Facilitator
Diane Lurvey	SERESC - Consultant	NHDOE FM Facilitator

Focused Monitoring Activities

The Focused Monitoring Process was designed to meet the individual needs of our Concord School District. As a result, the Concord School District progressed through a monthly process at a variety of paces depending on the monthly activity and often in a unique sequence. The Focused Monitoring (FM) Achievement Team and Leadership Team met on a regular monthly basis at the Concord School District Office of the Superintendent's School Board Room:

Day:	Month:	Time:
Friday	September 13, 2013	8:00 a.m.-3:00 p.m.
Friday	October 18, 2013	8:00 a.m.-3:00 p.m.
Friday	November 15, 2013	8:00 a.m.-3:00 p.m.
Friday	December 13, 2013	8:00 a.m.-3:00 p.m.

Page 7

Friday	January 17, 2014	8:00 a.m.-3:00 p.m.
--------	------------------	---------------------

Thursday	January 23, 2014	8:00 a.m. - 10:00 a.m.
Friday	March 21, 2014	8:00 a.m.-3:00 p.m.
Friday	April 11, 2014	8:00 a.m.-3:00 p.m.
Friday	May 16, 2014	8:00 a.m.-3:00 p.m.
Friday	June 6, 2014	8:00 a.m.-3:00 p.m.

Based on our monthly Focus Monitoring (FM) activity dates listed above, the FM Achievement Team purposely:

- collected and analyzed data,
- reviewed and utilized current educational research,
- established FM subcommittees as needed,
- established timelines for the work of the FM Achievement Team,
- produced a set of findings from the analyses, and
- prepared the Concord School District Focus Monitoring (FM) Action Plan by June 1, 2014.

Outcomes from the FM Achievement Team Activities

September 13, 2013 - Outcomes for the Day

- Develop a common understand understanding of the NHDOE FM process
- Establish meeting norms
- Generate and categorize “reasons for the gap”
- Review of district initiatives and consider alignment with FM work
- Synthesize today’s information and consider items for October meeting

October 18, 2013 – Outcomes for the Day

- Return to Causes of the Gap
- Review Disabilities Distribution in NH
- Preliminary Discussion on FM Essential Question:
“ What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers and **how may this gap be narrowed?**”
- Review “7 Turn Around Principles”
- Review Math Performance Data

November 15, 2013 – Outcomes for the Day

- Develop a Common Understanding of Six “Best Practices” Articles
- Acquire a deeper understanding of the special education operations in the Concord School District
- Introduce John Hattie’s Mega-analysis of Effective Instructional Practices by Dr. Robert Greenleaf
- Narrow the Focus of “Solution for the Gap”
- Continue to Refine FM Focus Areas

December 13, 2013 – Outcomes for the Day

- Complete the report on the Concord School District Special Education Department
- Review the FM Leadership Team work on “synthesizing” solutions and complete that work
- Analyze impact and control of selected solutions
- Arrive at consensus on focus area(s) for Action Planning
- Use “Affinity Diagram”: Impact and Control

January 17, 2014 – Outcomes for the Day

- Provide an FM “road map”
- Review ‘best practices’ for improving student performance: review 6 articles (4A’s Protocol Synthesis), Hattie’s “Top Ten”, new Hattie article, Dylan William videos
- Continue to refine FM focus areas
- Introduce Short Cycle PDSA process (Math)
- Return to Affinity Diagram: Impact and Control
- Review short-term problem solving model: OGAP (math), Algebra Team
- Consider formation of FM subcommittees

February 14, 2014 – 8:00 a.m. to 12:00 p.m. Session Cancelled

March 21, 2014 – Outcomes for the Day

- Refine FM focus areas: concrete objectives with measurability and specificity
- Provide Math curriculum updates
- Hear presentation on Formative Assessment and Feedback
- Form of FM Subcommittees
- Begin to develop goal for Action Plan and method of measurement

April 11, 2014 – Outcomes for the Day

- Finalize wording of the Action Plan objectives
- Determine if further work by Carol Kosnitsky is to be part of the Action Plan
- Reach consensus regarding the Action Plan goal
- Develop ideas for roll out and buy in for FM Action Plan
- Determine next steps for FM team

May 16, 2014 – Outcomes for the Day

- Hear a report on the April meeting with Carol Kosnitsky and possible connection to Action Plan
- Hear a report on the status of the Action Plan Goal
- Review work done by subcommittees on objectives
- Discuss next steps to completion of Action Plan
- Provide work time for subcommittees
- Participate in a “Consultancy Dilemma” regarding roll out of the Action Plan
- Determine any remaining work to wrap up Year 1

Data Inquiry and Analysis

The Focus Monitoring Achievement Team reviewed the following data:

- Percentage of students with disabilities for the state, district, and schools,
- NECAP data in mathematics for New Hampshire and Concord School District,
- FASTT MATH intervention results, and
- Potential causation for the achievement gap in mathematics between students with disabilities and typically developing peers for K thru grade 12.

Next Steps:

The next steps for Focused Monitoring are outlined in the FM Action Plan.

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as 'roadmap' for advancing the learning for all students while projecting the specific strategies that will be address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

CONCORD SCHOOL DISTRICT 2014-2015 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: By June 2016 Concord School District ____ % students with educational disabilities will demonstrate improvement in accuracy and will have moved to a higher level of reasoning from their September benchmark on appropriate Ongoing Assessment Project Framework (OGAP).

Baseline data will be taken in September and specific percentage of students will be determined at that time.

Grade 5 students will have a multiplicative strategy for multi-digit multiplication and division in the contexts of Equal Groups, Equal Measures, Measure Conversions, Multiplicative Comparison, Pattern, Rate, Rectangular Area, Volume .

Grade 4 students will have a transitional strategy for multi-digit multiplication and division in the contexts of Equal Groups, Equal Measures, Measure conversions, Multiplicative Comparison, Pattern, Rate, Rectangular Area, Volume .

Grade 3 students will have an Early transitional for multiplication (equal groups, equal measures and area) up to 100 consistent with CCSS.
2014 - 2015 Focus/Data Collected for Multiplicative Reasoning

- Learning year for additive, ratios and proportions

2015 - 2016 Focus/Data Collected for all

Objective #1: Develop schedules that provides a Math Block inclusive of "core" instruction AND intervention and provides for the delivery of effective tiered instructional strategies..

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
<ol style="list-style-type: none"> 1. All grade level teachers implementing the Tier 1 Math Block for 50 minutes. 2. Establish an Intervention period in addition to Core instruction (20-30 min) 3. On going flexible groupings will be established. 4. Administrators develop schedules that accommodate 	Training; PD opportunities; Consider re-allocation of staff; Use of CSD PD days for Math; PD: schedule options	Principal; Teachers (general, spec ed, Title 1); Central Office admin	August '14- June '15 -Training for Elementary Administrators on developing schedules will be completed on August 12,13 -2014.	<ol style="list-style-type: none"> 1. Intervention attendance data 2. Schedule of Math blocks 3. Principals made schedule change inclusive of interventions (pilot at BM) 	<ol style="list-style-type: none"> 1. Assessment data (OGAP) 2. Teacher Team PLC notes 3. Formative assessments

for adequate time for above.					
Pilot Co-teaching models (participating teachers will be chosen)	Schedule for staff to plan; PD; Hire a co-teaching trainer such as Marilyn French	Principal; Grade level teams;	2014-15 school year Pilot in separate buildings will occur throughout 2014-15	<ol style="list-style-type: none"> 1. Attendance at professional development 2. Observation/feedback by administrator 	1. Assessment data
Conduct Math Collaboratives on a regular basis. Investigate and pilot interventions block model that provide effective structures.	PLC training structure	Principal; Staff	2014-15 school year	<ol style="list-style-type: none"> 1. Video 2. Observer to assist in observing the process 3. PLC notes 4. Intervention block implementation Pilots: intervention models	

Objective # 2: Following a three step process, Students and teachers will participate in an ongoing cycle of clear, specific and descriptive feedback to assist students in achieving their learning goals.

-	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
<p>THREE STEPS: Step 1- Students and teachers will have an understanding of the progressions process. Step 2- Students will be assessed regularly to determine where they are on the learning progressions. Step 3- Students will set goals with their teachers.</p> <p>1. Pilot Year (2014-15) Teams</p>	<p>-Ogap Training(multi-year plan) -Bob Greenleaf Training -Coaches -Collaboration time between Reg Ed/Spec Ed teachers to analyze student work and plan next steps for instruction -Monthly trainings of Spec Ed teachers and coaches in analyzing student work and feedback strategies for target students</p>	<p>-Math Specialist -Donna Palley -Principals (BMS,CMS for first pilot Reg Ed/Spec Ed teams) - Special Ed Coordinators</p>	<p>- June 2014 Pre-assessments (to be used during summer trainings) -Summer 2014 Trainings: OGAP multiplicative (BMS,CMS) - September 2014 Pilot Spec Ed/Reg Ed pairings/teams set up at pilot schools -2014-15 School Year Trainings: Additional</p>	<p>Training Logs -Logs of monthly collaboration-planning sheets -Quarterly Reports -Intervention attendance -Target students will identify where they are on the progressions and their learning goals on the progression chart(three times a year) - Progression documents are visible in the classrooms -There will be at least one team pairing at each grade level. Team Format: a) pre-assess class b) Special Ed/Reg Ed teacher pick target group for additional instruction(3-5 students) c) See where target students are on the progressions and then determine next steps needed. As training expands to other 3-5 schools for Multiplicative Reasoning, K-2 school for Additive, and grades 6-7 for Ratios and Proportions, teams</p>	<p>-Pre and post assessments (with mid-year administration for Special Ed and target students) -Formative assessment/ ongoing)gap items- use of app to track where students are on the progression</p>

<p>of Special Ed/Regular Ed teachers at 2 schools in grade 3-5(Beaver Meadow/Christa McAuliffe) who have initial training in Ogap in 2013-14, will work together with coaches, to focus instruction based on Ogap multiplicative progressions.</p> <p>2. Feedback Activities: a) Videotape, fishbowl several different coaches giving specific feedback to students relative to where they are on the progressions and setting focused goals with students.</p> <p>b) Provide professional development</p>	<p>PD: Bob Greenleaf</p>		<p>Multiplicative and Additive Training starting in all elementary schools after January 2015</p>	<p>of Regular Ed/Special Ed teachers will be formed in the second half of the year to follow a similar format.</p>	
--	--------------------------	--	---	--	--

<p>around feedback strategies</p> <p>c) Special Ed teachers will work with target students to clarify for them where they are on the learning progression and what each student's goal is.</p> <p>Note: The target group can include a few "typical" students as well.</p>					
--	--	--	--	--	--

Objective #3: Establish PLC Math Data Teams to review student work, diagnose learning deficits, prescribe interventions, and monitor student progress.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
-----------------------------------	--	---	------------------------------	---	--

<p>1. ADOPT PLC MODEL FOR DISTRICT. Set up PLC teams, provide PD / PLC training, and define process, protocols, facilitator, data collection, and intervention specialist.</p> <ul style="list-style-type: none"> • a collaborative model (like the reading model) to discuss student needs and plan interventions for flexible groupings. • Interventions need to be in place. • Once a month for the whole grade level. Twice per month for the kids targeted for intervention. <p>2. Use On-going formative assessments through OGAP item</p>	<ol style="list-style-type: none"> 1. Pilot schools grades 3 through 5 – Multiplicative Reasoning - data collection 2. Elementary math experts i.e. OGAP trainers 3. Administrators 4. “Do the Math”, Number Words, FASST Math 5. OGAP item bank and on-going formative assessment 6. Funding for PLC trainer(s) 7. Possible grant support (state STEM grant?) 	<ol style="list-style-type: none"> 1. Pilot schools grades 3-5: Multiplicative Reasoning data collection 2. OGAP teacher leaders 3. Administrators-Schools/District 	<ol style="list-style-type: none"> 1. Collaborative Model timeline: Sept. 2014 (time secured for group and meeting times) 2. By November 1—staff in pilot schools will be trained in the PLC/collaborative team Model. 3. OGAP: a) continue with Mult. Reasoning, collect data; b) begin Additive Reasoning (January to June 2015) c) Trainers provide support in buildings and monitor progress with teachers and principals. 4. By December 2014 site visits to other schools will be completed. 	<ol style="list-style-type: none"> 1. Student data at collaborative meetings 2. Plotting students on a continuum /graphing student learning outcomes. 3. OGAP reporting 4. Data on intervention implementation 5. Evidence of interventions implemented with fidelity 	<p>Summative assessments as well as more frequent progress monitoring data.</p>
---	---	--	--	--	---

<p>bank to plan next learning for students.</p> <p>3. Assure professional development in OGAP so that teachers have a better understanding of math progressions and analysis of student work.</p> <p>4. Math professional development. Linked to a college or university</p> <p>5. Site visits to schools where departmentalization is being used in elementary.</p> <p>6. By October a budgetary proposal for interventions and professional development be put forward as a part of the budgetary cycle.</p> <p>Coordinate with the scheduling group to insure time for PLC interventions</p>			<p>5. Readiness to adopt PLC model</p>		
---	--	--	--	--	--

