LEA or Charter Name/Number: Durham Public Schools - 320

School Name and Number: WG Pearson Middle School (389)

School Address: 600 East Umstead Street

Plan Year(s): 2012-2013

Date Prepared: September 7, 2012

Valerie Griffin Andrews
Principal Signature

9/29/12
Date

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Print Name	Signature
Principal	Valerie Andrews	Valerie Griffin Andrews	V Andrews
Inst. Support Representative	Jacqueline Powell	Jacqueline T. Powell	Jacqueline T. Powell
Teacher Representative	Leslie Kelly	Leslie Kelly	Leslie Kelly
Parent Representative	Zelda Lockhart	Zelda Lockhart	Zelda Lockhart
Teacher Representative	Latonya Walker	LaTonya Walker	LaTonya Walker
Teacher Representative	Linda Hood	LINDA HOOD	Linda Hood
Teacher Representative	Ellyn Lupton	Ellyn W. Lupton	Ellyn W. Lupton
Parent Representative	Willia Mills	Willia Mills	Willia Mills

***Add to list as needed. Each group may have more than one representative.**

State Board of Education Goals - Future-Ready Students for the 21st Century

Goal 1 – North Carolina public schools will produce globally competitive students.

Goal 2 – North Carolina public schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina public schools.

Goal 5 – North Carolina public schools will be governed and supported by 21st Century systems.

District Goals for Durham Public Schools

District Goal 1:	Ensure achievement of high academic performance by all students.
Supports SBE Goal:	**Goal 1** - North Carolina Public School will produce globally competitive students.
District Goal 2:	Ensure high quality staff and leadership district-wide and at every school.
Supports SBE Goal:	**Goal 2** - North Carolina Public Schools will be led by 21st century professionals. **Goal 4** - Leadership will guide innovation in North Carolina public schools.
District Goal 3:	Ensure efficient and effective business systems operations.
Supports SBE Goal:	**Goal 5** - North Carolina Public Schools will be governed and supported by 21st Century systems.
District Goal 4:	Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board, and community.
Supports SBE Goal:	**Goal 3** - North Carolina Public School students will be healthy and responsible.

School Vision and Mission Statements for WG Pearson Middle School
Vision: The vision of W. G. Pearson Magnet Middle School is to empower students, and collaboratively work with parents and the community; to provide a rigorous academic environment in which all students will be successful. Students will rise to the level of expectation of their instructors, and confidently meet the demands of a higher-level education.
Mission: W.G. Pearson Magnet Middle School, in collaboration with our community, is committed to motivating, educating and challenging our students to be life-long learners; and productive citizens in the 21st Century.

School Data and Summary Analysis
Use data identified on the Data Sources section (or from other sources) as the basis for understanding the school and identifying priority areas for improvement. Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs / observations as well as data).
1. What does the analysis tell you about your school's strengths? ***Our school's strengths include attendance for students which has increased every year, appropriate working conditions has determined by TWC, students are performing better on math school wide***
2. What does the analysis tell you about your school's gaps or opportunities for improvement? ***Our opportunities for improvement include our students struggling with literacy school wide which has affected our LA EOG scores as well as Science EOG scores. There is a significant achievement gap between the performance rate of SWD and all other subgroups.***
3. What data is missing, and how will you go about collecting this information for future use? ***We have all data needed to analyze for improvement in our school.***
4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities. **The three top priorities that emerge for Pearson Middle are:** 1. ***Literacy as reflected by the decline in our Reading and Science EOG scores.*** 2. ***Underperformance by our special populations such as AIG, ESL and SWD as reflected by EOG data.*** 3. ***There is a significant achievement gap between SWD and all other subgroups.***

Priority 1 Goal and Associated Strategies

Plan/Do

Area for improvement and supporting data:

School Goal 1: **Supports this district goal:**	**Increase reading proficiency by 5% as measured by reading lexile scores and NC End-of-Grade Tests.** **District Goal 1 –** Ensure achievement of high academic performance by all students. Supports SBE Goals 1.
Target: **Indicator:** **Milestone date:**	**Students in grades 7 and 8 will demonstrate an increased proficiency of 5%.** **7th grade—Goal is 57.0%** **8th grade—Goal is 65.0%** **NC End of Grade Test Scores** **May 2013**

Goal 1 Improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy: School-wide implementation of a daily literacy period and Saturday School**
	Action Steps: 1. Administer SRI tests tri-annually to assess Lexile growth. 2. Utilize Lexile scores as a means to differentiate instruction and target individual reading needs. 3. Implement Sustained Silent Reading (SSR) inclusive of both students and teachers. 4. Weekly lesson plans created by the Instructional Facilitator emphasizing core literacy skills.
Strategy 2:	**Strategy: Imbed literacy strategies in all curriculum areas**
	Action Steps: 1. The Instructional Facilitator will provide literacy support to all content-specific subject areas. 2. Provide Lexile training and other professional development opportunities that support literacy instruction. 3. Teachers will create literacy-rich environments with books, journals, and research texts to support content learning. 4. Continue to focus on the 5 pillars of literacy as defined by DPS. 5. Provide job embedded coaching for staff through the ERG group.
Strategy 3:	**Strategy: Develop data-driven, literacy-rich instructional plans**
	Action Steps: 1. Design and implement instruction that uses formal and informal assessment instruments. 2. Disaggregate and analyze assessment data to guide literacy instruction and provide a basis for the development of effective learning groups. 3. Institute data-driven PLC meetings that guide formative and summative literacy planning to support student learning.

	How will we fund these strategies? State and local funding		
	Funding Source 1 **Funding Source 2** **Funding Source 3**	Select a funding source Select a funding source Select a funding source	**Funding Amount:** $ **Funding Amount:** $ **Funding Amount:** $ **Total initiative funding:** $
	Review Frequency: Monthly **Assigned Implementation Team: Equity Team**		
Check	**What data will be used to determine whether the strategies were deployed with fidelity?**		
	We will use data from the CA's, SGA's and EOG's as well as classroom assessments.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will constantly monitor progress based on strategies used throughout the year to determine if there is progress		
	What does the data show regarding the results of the implemented strategies?		
Act	**Based upon identified results, should/how should strategies be changed?**		

Priority 2 Goal and Associated Strategies

Plan/Do

Area for improvement and supporting data: Increase the use of technology by students and faculty in the process of teaching and learning, in order to increase student achievement and prepare students to be 21st Century learners.

School Goal 2: **Supports this district goal:**	District Goal 1: Ensure achievement of high academic performance by all students. District Goal 2: Ensure high-quality staff and leadership district-wide and at every school.
Target: **Indicator:** **Milestone date:**	**Students and staff will increase the use of technology in teaching and learning.** **Students will complete four technology-based projects within the school year.** **June, 2013**

Goal 2 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy: Teachers will receive increased professional development in using technology.**
	Action Steps: Action Steps: • **Media Coordinator and Instructional Facilitator provide training on using technology tools during faculty meetings.** • **Outside technicians come in for additional support.** **Training provided on using BrightLink projector systems.**
Strategy 2:	**Strategy: Strategy: Technology is used to provide rigorous and differentiated learning opportunities for students**
	Action Steps: Action Steps: • **Teachers will incorporate technology into every unit.** **Students will use technology tools to articulate what they've learned.**
Strategy 3:	**Strategy:**
	Action Steps:

How will we fund these strategies?

Funding Source 1 **Funding Source 2** **Funding Source 3**	Select a funding source Select a funding source Select a funding source	**Funding Amount:** $ **Funding Amount:** $ **Funding Amount:** $ **Total initiative funding:** $

Review Frequency: Quarterly

Assigned Implementation Team: Technology Team

Check

What data will be used to determine whether the strategies were deployed with fidelity? Observations and Wakthroughs

We will use data from the CA's, SGA's and EOG's as well as classroom assessments.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

	We will constantly monitor progress based on strategies used throughout the year to determine if there is progress
	What does the data show regarding the results of the implemented strategies?
Act	**Based upon identified results, should/how should strategies be changed?**

Priority 3 Goal and Associated Strategies

Plan/Do

Area for improvement and supporting data:

School Goal 3: **Supports this district goal:**	Increase parent attendance at school events Ensure district and school climate and culture that develop effective and positive relations and foster the well-being of students, staff, board and community
Target: **Indicator:** **Milestone date:**	**Percentage of parents/guardians attending sports-related school functions on site will rise from 9% to 14%. Percentage of parents attending academic-related school functions will increase from 0 to 5%**

Goal 3 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy: Hold geographically convenient informational sessions for parents**
	Action Steps: - examine student addresses to determine patterns/target areas, - contact apartment management to schedule time for parent meet and greets in community center, - contact local churches to inquire about holding parent meet and greets in the community,
Strategy 2:	**Strategy: Hold a parent award ceremony at the end of the first semester and again at the end of the second semester**
	Action Steps: Hold in-house professional development session to suggest award system for parents, - introduce idea of giving parent and student alike credit for completed reading logs (as part of new reading initiative), - distribute parent reading logs to students during literacy period, - parent with most logs returned awarded parent of the month, - parents receive awards during award ceremony
Strategy 3:	**Strategy: Hold Multi- Cultural Day**
	Action Steps: Staff meeting announcement, - parent survey, - committee coordinates with music and art department, - date chosen for end of the school year

How will we fund these strategies? State and Local funding

Funding Source 1 **Funding Source 2** **Funding Source 3**	Select a funding source Select a funding source Select a funding source	**Funding Amount:** $ **Funding Amount:** $ **Funding Amount:** $ **Total initiative funding:** $

Review Frequency: Quarterly

Assigned Implementation Team:

Check

What data will be used to determine whether the strategies were deployed with fidelity?

We will use data from the CA's, SGA's and EOG's as well as classroom assessments.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

	We will constantly monitor progress based on strategies used throughout the year to determine if there is progress
	What does the data show regarding the results of the implemented strategies?
Act	**Based upon identified results, should/how should strategies be changed?**

Priority 4 Goal and Associated Strategies

Plan/Do

Area for improvement and supporting data:

School Goal 4: **Supports this district goal:**	To improve student achievement of our special populations (i.e., AIG, LEP, SWD) Ensure achievement of high academic performance by all students; Ensure school climate and culture that foster well-being of students, staff, and community
Target: **Indicator:** **Milestone date:**	Increased student achievement in reading and math by LEP, ECP, and AIG students (proficiency and growth) AIG – 100% proficiency and 60% making growth LEP – 60% proficiency in reading and math; 60% making growth SWD – 60% proficiency in reading and math; 60% making growth June, 2013

Goal 4 improvement Strategies - Identify research based strategies whenever possible.

Strategy 1:	**Strategy:** Utilize data from CA's, SGA's, unit assessments/common assessments, SRI, Access; and other informal assessments to provide direct intervention for AIG students; AIG facilitator will monitor student progress.
	Action Steps: Utilize Instructional Facilitator, Administrator, and PLC Leaders to provide monitoring, guidance, and support to AIG students.
Strategy 2:	**Strategy: Students with Disability teacher and ESL will provide ongoing staff development and instructional strategies on methods that allow for differentiation for these students to other teachers**
	Action Steps: The EC and ESL teacher will track and monitor the progress of ESL students
Strategy 3:	**Strategy: Enhance intervention teams to provide academic and community support for students of special populations**
	Action Steps: Offer parents nights for ESL parents **Have literacy labs available to ESL students weekly** **Target ESL students that are having difficulties for Saturday Academy** **Increase home visits** **Help parents find outside agencies to support students with mental or developmental difficulties**

How will we fund these strategies? State and Local funding

Funding Source 1	Select a funding source	**Funding Amount:** $
Funding Source 2	Select a funding source	**Funding Amount:** $
Funding Source 3	Select a funding source	**Funding Amount:** $
		Total initiative funding: $

Review Frequency: Quarterly

Assigned Implementation Team: Equity team and School Improvement team

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	CA's, SGA's, EOG's and classroom assessments
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	Results from data
	What does the data show regarding the results of the implemented strategies?
Act	**Based upon identified results, should/how should strategies be changed?**

Safe School Plan for

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:

Statement of Responsibility for the School District Superintendent
In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION BELOW)
The consequences "may include a reprimand in the Superintendent's personnel file or withholding of the Superintendent's salary or both".

Statement of Responsibility for the School Principal
In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION BELOW)
The consequences may include a reprimand in the principal's personnel file or withholding of the principal's salary or both

Statement of the Roles of Other Administrators, Teachers, and Other School Personnel
In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment
See District Safe Schools Plan Objectives 1.5, 1.8, 1.10, 1.11, 1.14, 1.15

Assistant Principal(s):
Teachers:
Teacher Assistants:
Other School Staff

Services for At-risk Students

Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.

See District Safe Schools Plan Objectives 1.2-1.6, 1.8, 1.9, 1.14, 1.15

Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.

Durham Public Schools has high standards for the behavior of students and for the safety of students and staff. The Student Code of Conduct sets the standard for acceptable behavior for students. Disruptive and disorderly students who are at-risk of academic failure receive a number of interventions including:

- Student Conference
- Team Conference
- Parent Conference
- Counseling
- Mediation
- Detention (Before/After School)
- Character Education Initiatives
- Assignment of a Mentor
- Parental Involvement
- Buddy Teacher
- Social Worker Assistance
- Positive Behavior Support
- Saturday Academy
- Mediation with an Administrator
- School Nurse Assistance
- Counselor Home Visits
- Parent Workshops
- Mental Health Services
- SAP/PEP Services
- In-school Suspension

These multiple interventions support the student, teacher, parent and staff as they work to build successful relationships. More importantly, the relationship allows for the student and teacher to build upon strengths, recognize weaknesses, and support growth and collaboration.

Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.

Lakeview School is an alternative program designed for students in grades 6-12 who have a history of chronic misbehavior and/or have been recommended for long-term suspension. There are several different components of the school developed to address the specific needs of students. The staff works with students and their families to design curriculum and personal behavior plans based on each individual student's situation. Students remain in the designated program for a determined period of time or until they meet stated goals and return to their home school or a less restrictive environment.

The mission at Lakeview School is to empower each student utilizing a systematic approach that maximizes academic potential, promotes lifelong learning and develops skills necessary for re-entry into a traditional setting. School components include: Middle and High Schools, Intervention Center, Transition Classes and the New Day program which serves court-involved youth between the ages of 12 and 15 years old

In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)

Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:

Professional Development	Planned/Completed
See PAPA and My Learning Plan for professional development relative to discipline, behavior management and safe schools	

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.
See District Safe Schools Plan

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.
See District Safe Schools Plan

Funding Uses and Sources - At Risk and Alternative Learning Schools and Programs

Program or Strategy Being Funded	Amount of Funding	Source of Funding
Positive Behavior Support		Support Services
Responsiveness to Instruction		Student Support Services
Student Conferences		General Education Program
Team Conferences		General Education Program
Guidance Counseling		Student Support Services
Social Workers		Student Support Services
Dropout Prevention		Student Support Services
Conflict Resolution / Mediation		Support Services
Personal Education Plans		General Education / Title I Support
Student Assistance Plans		Exceptional Children's Program
Performance Learning Center		Local School Funding, Communities in Schools, Alternative Learning Programs
Lakeview School		General, Alternative, EC, Federal
In-School Suspension		General Education Allotment
Fundamental Behavior Assessments		Regular Education, EC Programs
Behavioral Intervention Plans		Regular Education, EC Programs
Community Education Programs		Student Support Services - Local and State
Homeless Programs		Student Support Services - Local, State, Federal

School-based management and Accountability Program Summary of School-based Waiver Requests for Program Years 2012-2014	
LEA or Charter School Name/Number: Durham Public Schools	
School Number(s)	**Request for Waiver**
	1. Please describe the waiver you are requesting:
	2. Identify the law, regulation, or policy from which exemption is requested.
	3. State how the waiver will be used.
	4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.
Please duplicate this sheet as needed for additional waivers.	

Signature of Superintendent/Designee **Date**

School-Based Equity Team

As part of Durham Public Schools' Strategic Plan, it is essential that all schools establish equity teams to ensure accountability and support for all students. This includes working to close achievement gaps between all students and subgroups and working towards equality in all student outcomes.

Position	Name	Position	Name
Counselor	**Kimberly MacDonald**		
ESL teacher	**Leslie Kelly**		
Exceptional Children teacher	**Ellyn Lupton**		
Exceptional Children teacher	**Phyllis Ruff**		
Social Worker	**Cynthia Watson**		
LA teacher	**Mia Small**		
MA teacher	**Carmen Jawwaad** **Demetre Harris**		
Principal	**Valerie Griffin Andrews**		
Instructional Facilitator	**Jacqueline Powell**		

***Add to list as needed. Each group may have more than one representative.**

Please list the members of your school-based equity team

SCHOOL EQUITY PLAN: Raise achievement for all students while closing gaps in student outcome and performance for all students in Durham Public Schools

Identify gaps in student learning and achievement.

Utilize the chart below to identify achievement gaps or equality imbalances between each subgroup. To complete the chart, identify the performance proficiency of the top subgroup (horizontal row) then subtract the proficiency of the subgroup on the side (vertical column) to determine the achievement gap. A positive number (e.g., 25%) indicates the subgroup on the top has the higher proficiency. A negative number (e.g., -15%) indicates the subgroup on the top has the lower proficiency.

Reading Proficiency	Asian	Black	Hispanic	MultiRacial	White	Economically Disadvantaged	Limited English Proficient	Students With Disabilities
Asian	XXXXXXXXX	51.3	48.0	`		48.8	33.8	23.1
Black		XXXXXXXXX	-3.3			-2.5	-17.5	-28.2
Hispanic		3.3	XXXXXXXXX			0.8	-14.2	-24.9
MultiRacial		xxxxxxx	xxxxxxxx	XXXXXXXXX		xxxxxxx	xxxxxxx	
White		xxxxxxx	xxxxxxxxx		XXXXXXXXX	xxxxxxx	xxxxxxx	
Economically Disadvantaged		2.5	45.5			XXXXXXXXX	-15	-25.7
Limited English Proficient		17.5	30.5			15.0	XXXXXXXXX	-10.7
Students With Disabilities		28.2	19.8			25.7	10.7	XXXXXXXXX

What trends, pattern, or key points can you identify from your reading achievement data? Why might or why do these exist?

This data reports a trend and or pattern in the Black student subgroup. The reading achievement gap demonstrates that Blacks have a lower proficiency. This variance is possible due to economic socioeconomic disadvantages, family background, poverty levels, self-esteem and lack of cultural capital and exposure. Language barrier and lack of basic resources for our Hispanic population continues to be struggle.

Math	Asian	Black	Hispanic	MultiRacial	White	Economically Disadvantaged	Limited English	Students With Disabilities

Proficiency							Proficient	
Asian	XXXXXXXXX	63.5	71.7			63.5	54.7	41.7
Black		XXXXXXXXX	8.2			0	-8.8	-21.8
Hispanic		-8.2	XXXXXXXXX			-14.5	-17.0	-30.0
MultiRacial		xxxxxxx	xxxxxxx	XXXXXXXXX		xxxxxxx	xxxxxxx	xxxxxxx
White		xxxxxxx	xxxxxxx		XXXXXXXXX	xxxxxxx	xxxxxxx	xxxxxxx
Economically Disadvantaged		0	8.2			XXXXXXXXX	-8.8	-21.8
Limited English Proficient		8.8	17			8.8	XXXXXXXXX	xxxxxxx
Students With Disabilities		21.8	30			21.8	13	XXXXXXXXX

What trends, pattern, or key points can you identify from your reading achievement data? Why might or why do these exist?

This data reports a trend and or pattern in the Black student subgroup. The reading achievement gap demonstrates that Blacks have a lower proficiency. This variance is possible due to economic socioeconomic disadvantages, family background, poverty levels, self-esteem and lack of cultural capital and exposure. Language barrier and lack of basic resources for our Hispanic population continues to be struggle.

Identify three-four goals that will support equity in your school and reduce the achievement gap for all students.

1. **Well planned literacy period during the school day**

2. **Saturday Academy to address academic deficiencies for students in Language Arts and Math**
3. **Job embedded coaching to assist teachers in the area of literacy**
4. **Math support for student's afterschool and during the school day.**

GOALS and ACTION STEPS	RESPONSIBILITY	TIMELINE	PROGRESS
1. To increase reading comprehension by providing a 30 minute block of time during the school day for students	Principal and teachers	August-June	Reading logs

2. For students to increase a better understanding of the math/language arts standards by modifying assignments as well as providing enrichment opportunity for students on Saturday morning	**Principal and teachers**	**November-June**	**Assessments and evaluations**
3. Obtain consultants from the group ERG to assist teachers with successful literacy planning and implementation in the classroom	**Principal and teachers**	**September-June**	**Lesson planning and implementation**
4.			