

Comprehensive Progress Report

Mission:

Mission Statement- Empower students and families through challenging academics and language learning to help them become independent, lifelong learners. Vision Statement-To prepare all Newcomers students with the knowledge and skills necessary to be successful in American schools and society. Purpose Statement-To empower students and families through challenging academics and language learning to help them become independent lifelong learners with the knowledge and skills necessary to be successful in American schools and society while honoring all cultures and heritages.

Goals:

- By June 2018, all students who attend two semesters at Newcomers will show at least 1 grade level worth of growth in their reading level as measured by the Independent Reading Level Assessment framework.
- By June 2018, all students who attend the Doris Henderson Newcomers School for at least six months will demonstrate growth with at least 80% mastery of the skills and concepts on the Newcomers math instructional unit post assessments.
- By June 2018, Doris Henderson will reduce our OSS referrals by 25%
- By June 2018, all students who attend the Doris Henderson Newcomers School for at least six months will demonstrate growth with at least 80% mastery of the skills and concepts on the Newcomers Science instructional unit post assessments.



Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		High expectations for all staff and students				
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date	
Initial Assessment:		During the 2017-2018 school year, an optimal instructional environment committee will be established to support teachers in employing effective classroom management and consistent reinforcement of school wide procedures.	Limited Development 08/29/2017			
How it will look when fully met:		Students will be highly engaged, making positive choices, and taking responsibility in maintaining a safe learning community.		Abu Zaeem	06/03/2019	
Action(s)	Created Date		0 of 1 (0%)			
1	8/29/17	Team will facilitate professional development based on PBIS modules		Abu Zaeem	06/03/2019	
Notes:						

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Current level of development: grade level units are in place, units are reviewed monthly and an in-depth revamping of the units is conducted during scheduled summer PD with teachers and curriculum team. The team works together to ensure the units are aligned to standards, create pacing guides, and to plan differentiated lessons for the English Language Learners enrolled in our school. To maximize student growth and development, we need to strengthen our common formative assessments.	Limited Development 04/18/2016		
<i>How it will look when fully met:</i>		By 2018, standard-aligned instructional units will have pre- and post-formative assessment which will result in a school-wide curriculum that is 100% differentiated for ELLs. Instructional units will also have common formative assessments to monitor the progress of our students through the duration of the units.		Avery McGuire	06/30/2018
<i>Action(s)</i>	<i>Created Date</i>		3 of 10 (30%)		
1	4/18/16	Meet during summer to gather feedback from units with a focus on creating pre and post common assessments for the units.	Complete 06/23/2016	Valeria Kouba	06/30/2016
		<i>Notes:</i> During the summer 2016 PD held June 21, 22, and 23, teachers worked in grade level teams to create common formative assessments to gauge student knowledge of the units and student acquisition of knowledge and skills at the end of the units. Teachers also created mini formative assessments to be used daily to inform instructional planning.			
2	4/18/16	Meet during monthly Curriculum PLC meetings to develop and review the progress monitoring formative assessments for each unit.	Complete 06/30/2017	Valeria Kouba	06/30/2017
		<i>Notes:</i> Reorganized Data PLCs to ensure a single focal point to strategically analyze data from each subject area.			
3	4/18/16	During weekly Data PLC meetings review data from common pre and post formative assessments.		Valeria Kouba	06/29/2018
		<i>Notes:</i> Leadership team decided that this task will continue to be one that we will work on throughout the 2017-2018 school year. Curriculum Facilitator \$38,582.			
4	4/18/16	Meet during summer months to gather feedback and make the necessary adjustments to common pre- and post- formative assessments, as well as gather feedback and make necessary adjustments to progress monitoring tools.	Complete 02/16/2017	Valeria Kouba	06/30/2017

Notes: The meetings have been scheduled for June 20, 21 and 22, 2017. Teachers will modify and adjust instructional units based on formative assessments and data. We will make decisions on progress monitoring tools to be used in the upcoming school year.

5	9/12/17	Create a standard-aligned differentiated unit for ELLs with pre- and post-assessments in the areas of elementary math and all high school subjects.		Wendy Pfeiffer-Quaile	06/29/2018
<i>Notes:</i>					
6	9/12/17	Meet during summer to analyze the data from pre and post assessment and to modify all instructional units and assessments to accelerate students' language acquisition and close the gap between their instructional level and their grade level.		Avery McGuire	06/29/2018
<i>Notes:</i> \$11,500 summer stipend.					
7	9/12/17	Meet during monthly Curriculum PLC meetings to develop and review the progress monitoring formative assessments for each unit.		Avery McGuire	06/29/2018
<i>Notes:</i>					
8	9/21/17	Based on the assessment data and the needs of students with interrupted/limited formal education (SLIFE), tutors will be paired with classroom teachers to work with those identified students in small groups to close their educational gaps.		Valeria Kouba	06/29/2018
<i>Notes:</i> \$117,000 for tutors.					
9	9/21/17	All Newcomers teachers will participate in the book study professional development in alignment with the district instructional framework, emphasizing the planning, teaching and evaluation of the quality of task.		Valeria Kouba	06/29/2018
<i>Notes:</i> Comprehension and Collaboration - Inquiry Circles for Curiosity, Engagement, and Understanding by Stephanie Harvey, Harvey "Smokey" Daniels. \$2014 for PD book from Barnes and Noble.					
10	9/21/17	During curriculum PLC, teachers will assess the quality of tasks of their instructional units and make necessary modifications.		Valeria Kouba	06/29/2018
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, students are assessed four times a year and interventions are discussed and put in place to support student learning. The CF, Reading Specialist, and part time reading coach meet to discuss and plan supports for the students who show limited progress.	Limited Development 05/03/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:		By 2017, teachers, CF, Reading Specialist, and other staff will meet regularly to discuss student progress and plan needed supports to increase literacy levels five levels above the baseline level determined by the administration of the Fountas and Pinnell reading assessment.	Objective Met 08/16/17	Valeria Kouba	06/30/2017
Action(s)	Created Date				
1	5/3/16	Revise Data PLC meeting schedule to include Reading Specialist.	Complete 10/25/2016	Valeria Kouba	06/30/2017
		<i>Notes:</i> Reading Specialist attends weekly Data PLC meetings for all grade levels to plan and support students in their literacy development.			
2	5/3/16	Meet with teachers, Reading Specialist, and other staff to plan and support student progress.	Complete 05/23/2017	Valeria Kouba	06/30/2017
		<i>Notes:</i> Data PLC meetings to include Reading Specialist and other staff members. All meetings were conducted with teachers, Reading Specialist, and other staff to analyze and support student learning.			
3	10/12/16	Meet to plan interventions for students in need of support.	Complete 05/23/2017	Valeria Kouba	06/30/2017
		<i>Notes:</i> Restructured Data PLC meetings to focus on specific areas of instruction, review student work samples, and develop a plan of action for the students. Reading Specialist is included and serves as an intervention for students in need of supports.			
Implementation:			08/16/2017		
Evidence		8/16/2017 5/23/2017 Meetings schedules, agendas, minutes, and student achievement data.			

Experience	8/16/2017 5/23/2017 Instructional teams met with all pertinent staff to access, discuss, and plan interventions for students in need of additional support. It was beneficial to include the Reading Specialist in the meetings to provide strategic approaches to instruction for resistant readers.			
Sustainability	8/16/2017 5/23/2017 During the next school year, we will continue to include the Reading Specialist in all Data meetings. Our meetings will continue to be weekly with a specific content area focus.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Student support services			
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, supports are in place to address student needs. We have multiple levels of literacy support for our ELLs, reading foundations, guided reading, grade level reading, and targeted specific supports for students with limited or interrupted formal education. To maximize student growth and development, we need to consistently analyze and apply the data gathered from each instructional practice to make informed instructional plans and decisions.	Limited Development 04/18/2016		
<i>How it will look when fully met:</i>		Teachers will have a formal process to analyze data and use the data in their daily instructional plans and decisions. Also, teachers will be able to differentiate with accuracy and ease for each student in their classes. This information will allow us to appropriately place students in tiers to receive proper interventions.		Valeria Kouba	06/30/2018
Action(s)	Created Date		0 of 6 (0%)		
1	4/18/16	Schedule IRLA professional development sessions to be delivered by the ARC coaches		Amy Yount	06/29/2018
		<i>Notes:</i> There will be 9 visits scheduled. ARC contract for \$11,000.			
2	4/18/16	Train staff on implementation of IRLA benchmarks and progress monitoring of students' growth to determine appropriate interventions.		Kimberly Hudak	06/29/2018
		<i>Notes:</i> Data monthly PLC and coach visits			

3	4/18/16	Review and monitor progress using IRLA data to drive instruction.		Amy Yount	06/29/2018	
<i>Notes:</i> During Data PLC meetings.						
4	9/21/17	Interventionist will provide one on one interventions to students in the highest tier.		Amy Yount	06/29/2018	
<i>Notes:</i>						
5	9/21/17	Students will work on IXL modules during their guided math groups as well as small groups in guided reading.		Amy Yount	06/29/2018	
<i>Notes:</i> IXL subscription is \$2500 per year, and laptops \$12,500.						
6	9/21/17	Orientation team will assess the students initially using the IRLA, Rigor Benchmark, and Math skills placement test to determine their placement in the appropriate tier.		Amy Yount	06/29/2018	
<i>Notes:</i>						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Students are supported through individual meetings with the social worker and the counselor. Community supports are also in place to support students' emotional, social, and basic needs as they transition into their new school community. We have partnerships with UNCG Psychological Department and Clinic, faith-based organizations, and business partners which work in conjunction with the teachers and staff to support our newly arrived ELLs.	Full Implementation 04/18/2016		
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			There are meet and greet sessions planned for Elementary and Middle School students to meet ESL/Counselors from their assigned transition school to minimize anxiety about moving in to a traditional educational setting. For high school students, visits/tours are scheduled to assigned transition schools where they meet with the guidance counselor and administration to minimize anxiety about moving into a traditional educational setting.	Full Implementation 08/29/2017		

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for reviewing the Title I Priority and Focus plans annually in conjunction with the School Improvement Plan. This team will also monitor any reports required as a Title I Priority or Focus school.	Limited Development 04/25/2016		
<i>How it will look when fully met:</i>		The District School Improvement team will be created and will meet on a regular basis to help transform any and all under performing schools in the district. June 2019		Abu Zaeem	06/29/2018
Action(s)	Created Date				
<i>Notes:</i>					
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, the Newcomers Leadership team meets once a month. Teachers meet regularly in PLC meetings, monthly staff meetings, monthly committee meetings, and monthly team meetings. To be fully implemented, the leadership team will meet twice a month in subsequent school years to review effective practices.	Limited Development 04/18/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Newcomers Leadership Team will meet on the second and fourth Tuesdays of each month to review the progress of the school.	Objective Met 08/29/17	Abu Zaeem	06/30/2017
Action(s)	Created Date				
1	4/18/16	Plan and schedule leadership team meetings for the 2016-2017 school year to include two monthly meetings.	Complete 07/19/2016	Candice Bailey	08/01/2016
<i>Notes:</i> The Newcomers Leadership Team (NLT) will meet the second and the fourth Tuesdays of every month to discuss, plan and monitor the instructional programming of the school as well as any business items.					
2	4/18/16	Communicate schedule to leadership team and assign representatives for each content area to present findings on implementation of effective practices during our monthly meetings.	Complete 06/30/2017	Candice Bailey	06/30/2017

Notes:

Implementation:		08/29/2017		
Evidence	8/29/2017 - Agendas and Leadership meeting minutes			
Experience	8/29/2017 It was fully implemented			
Sustainability	8/29/2017 Representatives from each grade level will continue to communicate with leadership team.			

Core Function: **Dimension B - Leadership Capacity**

Effective Practice: **Distributed leadership and collaboration**

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers meet to discuss plans for bi-annual parent day informational session, the leadership team meets to discuss areas of improvement, teachers meet as grade level teams for planning purposes. Teachers meet in PLC meetings twice weekly to discuss student data, curriculum, and instructional practices. To be fully implemented in this area, the school should look for additional ways to involve the families and the community.	Limited Development 04/25/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		There will be an increased level of family engagement.	Objective Met 08/29/17	Angel Katona	06/30/2018
Action(s)	Created Date				
1	4/25/16	Bring families into the school for a literacy activity.	Complete 05/13/2017	Angel Katona	06/30/2017
		<i>Notes:</i> Model after the literacy program for parents conducted for High Point families.			
2	4/25/16	Literacy celebration for families based on an award winning children's book.	Complete 05/12/2017	Gregory Bowman	06/30/2017

Notes: First session will occur May 14, 2016 and the second will occur before the end of first semester of the 2016-2017 school year.

Implementation:		08/29/2017		
Evidence	8/29/2017 flyers and scheduled transportation for parents			
Experience	8/29/2017 Both action tasks were fully implemented			
Sustainability	8/29/2017 These events will become annual events each year.			

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Monitoring instruction in school
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All teachers are formally observed. During scheduled and unscheduled conferences, teachers are provided with feedback and suggestions for improvement. The Curriculum Facilitator conducts classroom walk through observations and provides teachers with feedback on instruction. The ESL Department conducts SIOP classroom walk through observations and provides feedback on instruction. Teachers observe each other and provide feedback on what they observed.	Full Implementation 04/18/2016		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team reviews school performance data, and the principal looks at teacher performance data to address any areas of concern. Teachers meet to discuss the available student data. Professional development to improve the outcomes for students is ongoing and dynamic. The needs of the teachers usually depend on their level of experience with the newcomers students and instructional strategies to address the needs of our students. The student population is very fluid, as students remain at Newcomers for one year, and the needs of each group of students is usually unique.	Limited Development 04/25/2016		
<i>How it will look when fully met:</i>		By June 2018, all certified teachers will be surveyed annually to provide input on professional development needs both at the school and personal levels. The leadership team will use the outcome of this survey, school performance data and classroom aggregated data to make decisions about school improvement and professional development needs.		Valeria Kouba	06/29/2018
Action(s)	Created Date		1 of 6 (17%)		
1	4/25/16	Additional surveys for teachers to select professional development needs.	Complete 06/30/2017	Valeria Kouba	06/30/2017
<i>Notes:</i>		Bailey will make survey and Wolak will administer and compile the data.			
2	4/25/16	Share quarterly data related to each goal with leadership team and staff members.		Abu Zaeem	06/29/2018
<i>Notes:</i>					
3	10/12/16	The IRLA Implementation Team will assist teachers in planning needed interventions for students based on quarterly benchmark growth as measured by the IRLA progress monitoring.		Durham, Polito, Bowman	06/29/2018
<i>Notes:</i>					
4	9/13/17	1. Newcomers teachers will participate in a book study professional development in the area of reading interventions based on the needs-assessment conducted during the 16-17 school-year.		Valeria Kouba	06/29/2018
<i>Notes:</i>		Books: The Reading Strategies Book - Jennifer Serravallo. \$2014 from Barnes and Noble.			

5	9/13/17	3. End of the year survey for teachers to reflect and report professional development needs for the 2018-2019 school year		Angel Katona	06/29/2018
<i>Notes:</i> Design survey. Distribute and gather data. Report data.					
6	9/21/17	2. All ESL teachers will receive 30 hours of ESL professional development in the area of literacy to increase student exposure to compelling and complex texts, to add academic rigor, and to accelerate language acquisition.		Valeria Kouba	06/29/2018
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal works with the ESL Department to recruit and hire the best ESL candidates to work with at the Newcomers School. The teachers are welcomed into the staff through various on-boarding activities, and throughout the school year they are assigned a mentor or a buddy for support. The turn-over rate at Newcomers remains steady, although many new staff members are on staff due to retirements. All teachers who are new to Newcomers meet as a group for a monthly check-in with the principal and other staff members. During staff meetings, all teachers have the opportunity to recognize their colleagues for best practices.	Full Implementation 04/25/2016		

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
	D1.03	The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.(5172)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We meet as a leadership team to discuss improvement efforts and strategies as well as budgetary discussions. We only meet once a month.	Limited Development 04/25/2016		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		By June 2017, the leadership team will meet twice a month to monitor the positive learning environment for students to promote an inclusive, equitable learning environment. One meeting agenda will focus on business matters and the other meeting agenda will be focused on data.	Objective Met 08/16/17	Abu Zaeem	06/30/2017
Action(s)	Created Date				
1	4/25/16	Create and send new meeting schedule to leadership team.	Complete 08/01/2016	Candice Bailey	06/30/2017
		<i>Notes:</i> A meeting schedule for the leadership team has been developed and communicated. We will review the meeting schedule during the August 16-17, 2016 leadership retreat.			
2	4/25/16	Meet with leadership team to discuss data, curriculum updates, and other business.	Complete 06/30/2017	Candice Bailey	06/30/2017
		<i>Notes:</i>			
<i>Implementation:</i>			08/16/2017		
<i>Evidence</i>		8/16/2017 - Leadership meeting agenda and minutes are available			
<i>Experience</i>		8/16/2017 - Met twice a month			
<i>Sustainability</i>		8/16/2017 - Continue to meet twice per month for leadership meetings			

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school communicates with families without a formal structure.	Limited Development 04/25/2016		
<i>How it will look when fully met:</i>		By 2018, the school will implement a variety of contact points and opportunities to communicate with parents as documented through meeting agendas and parents sign in sheets resulting in increased parental communication and increase math proficiency to 80% for each student as outlined in the eight CCSS mathematical practices as well as increased proficiency in literacy.		Abu Zaeem	06/29/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 4 (0%)		
1	4/25/16	Provide sessions led by staff members during our bi-annual parent day meetings.		Abu Zaeem	06/28/2019
<i>Notes:</i>					
2	4/25/16	Home-school connection newsletter that will highlight the content curriculum for the month.		Abu Zaeem	06/28/2019
<i>Notes:</i>					
3	4/25/16	Have Community Liaisons provide support for families as related to literacy activities sent home.		Abu Zaeem	06/28/2019
<i>Notes:</i>					
4	4/25/16	Use family literacy celebrations as a model for how parents can engage students in literacy activities.		Abu Zaeem	06/28/2019
<i>Notes:</i>					

E1.10		The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We meet with parents twice a year to provide informational sessions on supporting students at home, and navigating the American school system.	Limited Development 05/03/2016		
<i>How it will look when fully met:</i>		By June 2018, the school will implement a variety of contact points and opportunities to communicate with parents as documented through meeting agendas and parents sign in sheets resulting in increased parental communication and increased proficiency in literacy by at least one grade level as measured by the Independent Reading Level Assessment benchmark. There will be a formal structure for home school communication, and an increased number of opportunities for parents to support their children.		Abu Zaeem	06/29/2018
Action(s)	Created Date		1 of 5 (20%)		
1	5/3/16	Monthly newsletters, translated by community liaisons in students' native languages, will be sent to parents highlighting the curriculum that will be covered during the calendar month.		Abu Zaeem	06/29/2018
<i>Notes:</i>					
2	5/3/16	Use literacy celebrations as a model for how parents can engage students in literacy activities.	Complete 05/23/2017	GregoryBowman	06/30/2017
<i>Notes:</i>		<p>On October 15, 2016, we held the first parent day with a session on the importance of supporting the literacy development of students at home.</p> <p>On January 21, 2017, we held the first literacy day for middle school students and their families.</p> <p>On February 18, 2017, we held the second parent day with a session on the importance of supporting the literacy development of students at home. With emphasis, on how parents could support literacy at home in their first language.</p> <p>On May 12, 2017, a family engagement celebration was conducted for all grade levels. Students had the opportunity to showcase their work for their parents during student-led conferences.</p> <p>On May 13, 2017, a family literacy day was conducted for elementary students.</p> <p>Transportation is \$14,800.</p>			

3	9/21/17	During semi annual Parent Day events, a session will be facilitated for parents, providing them with skills and tools to support students' literacy development at home.		Abu Zaeem	06/29/2018
<i>Notes:</i> \$2400 for dictionaries.					
4	9/21/17	Invite students and their family members to attend weekly Saturday School at Newcomers where they receive literacy and language instruction.		Amy Yount	06/29/2018
<i>Notes:</i> \$14,800 for transportation.					
5	9/21/17	Use Literacy Day celebrations as a model for how parents can engage students in literacy activities.		Abu Zaeem	06/29/2018
<i>Notes:</i>					