

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 29, 2016

Cabot Middle School North NCES - 50375000809

Cabot School District

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure is officially incorporated into the school governance policy.(36) (All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	Evidence: Our school leadership team consists of teachers, administration, and one parent representative. We have also established Professional Learning Communities, which meets once a week for 50 minute, for our teachers to have the opportunity to plan differentiation, student data, instructional strategies, and common assessments. The groups meet with an agenda and the essential PLC questions that guide our meetings. Our School Community Council is our PTO which meets the first Wednesday of each month which consists of parents and school administration.
	Added date:	

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status Tasks completed: 3 of 5 (60%)

Assess	Level of Development:	Initial: Limited Development 10/03/2014
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Limited development of weekly agendas for team meetings. Topics of focus: student concerns, team pacing, data, differentiation, lesson plans, special events, supplies/assigned tasks, notes for Admin.
Plan	Assigned to:	Teri Duncan

	How it will look when fully met:	We will select a leadership team comprised of teachers, counselors, and administrators who will meet twice a month. The leadership team will address school decisions and execute and assess progress monitoring. We will develop a content team that will facilitate weekly content area meetings based on agendas and collaborate with the building media specialist in order to utilize and maximize available resources. We currently have a Parent Teacher Organization that meets monthly, follows an agenda, and it is comprised of parents, our Parental Involvement Coordinator, administration, and counselors.
	Target Date:	05/01/2015
	Tasks:	
	1. Assign team members	
	Assigned to:	Dawn Peeples
	Added date:	10/03/2014
	Target Completion Date:	10/31/2014
	Comments:	Mrs. Peeples will strategically select team members for each of the three teams for our school.
	Task Completed:	3/4/2015 12:00:00 AM
	2. Select dates on the Google calendar and share with all team members	
	Assigned to:	Dawn Peeples
	Added date:	10/03/2014
	Target Completion Date:	10/31/2014
	Comments:	Select dates and times that are conducive to the building and leadership teams. Post dates on the school Google calendar.
	Task Completed:	3/4/2015 12:00:00 AM
	3. Create agenda templates in Google docs for all teams to utilize and guide their discussions during meetings.	
	Assigned to:	Teri Duncan
	Added date:	10/03/2014
	Target Completion Date:	10/31/2014
	Comments:	Create a google doc for team leads to enter notes to be shared with administration.
	Task Completed:	3/4/2015 12:00:00 AM
	4. Hold various meetings: Leadership Meetings- twice a month for at least 60 minutes per meeting, Content Plan- once a week for at least 35 minutes per meeting, PTO- at least 60 minutes each month.	
	Assigned to:	Teri Duncan
	Added date:	10/03/2014
	Target Completion Date:	10/31/2014
	Comments:	Monitor meetings by ensuring that members are present, agendas are followed, and minutes are kept.
	5. Check agendas weekly to assess the building temperature: pacing of curriculum, business that needs to be brought before the leadership team, concerns, data, and other concerns that arise.	

		Assigned to:	Teri Duncan
		Added date:	10/03/2014
		Target Completion Date:	10/31/2014
		Frequency:	weekly
		Comments:	Read minutes from each team meeting
Implement	Percent Task Complete:		60%
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Tasks completed: 3 of 6 (50%)		
Assess	Level of Development:	Initial: Limited Development 10/06/2014	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have a Leadership Team established, but we only meet "as needed," a few times per semester.	
Plan	Assigned to:	Dawn Peeples	
	How it will look when fully met:	Leadership Team will meet every other Wednesday for one hour each time. The evidence we will provide: agendas and meeting minutes, and we will follow through with the plans that we make during meetings.	
	Target Date:	05/01/2015	
	Tasks:		
	1. Create a Leadership Team consisting of various grade levels, subject areas, and select positions in the building.		
		Assigned to:	Dawn Peeples
		Added date:	10/06/2014
		Target Completion Date:	10/31/2014
		Comments:	Choose members for Leadership Team
		Task Completed:	3/4/2015 12:00:00 AM
	2. Set-up consistent meeting dates and times on Google Calendar		
		Assigned to:	Dawn Peeples
		Added date:	10/06/2014
		Target Completion Date:	10/31/2014
		Comments:	Will need to go on our Google Calendar and mark dates for leadership meetings
	3. Notify team members of meeting dates and times.		
		Assigned to:	Dawn Peeples
		Added date:	10/06/2014

		Target Completion Date:	10/31/2014
		Comments:	Notify leadership team by email
		Task Completed:	3/4/2015 12:00:00 AM
	4. Develop agenda for meeting: Administration will develop an agenda and other leadership members will submit agenda ideas no later than the Monday preceding the leadership meeting.		
		Assigned to:	Dawn Peeples
		Added date:	10/06/2014
		Target Completion Date:	10/31/2014
		Frequency:	twice monthly
		Comments:	Develop agendas for leadership meetings
		Task Completed:	3/4/2015 12:00:00 AM
	5. Take minutes of leadership meetings		
		Assigned to:	Erica Riddle
		Added date:	10/06/2014
		Target Completion Date:	10/31/2014
		Frequency:	twice monthly
		Comments:	Record minutes from leadership meetings
	6. Stay focused during meetings (use agenda) and follow-up with previous meeting action items to see that they have been accomplished.		
		Assigned to:	Dawn Peeples
		Added date:	10/06/2014
		Target Completion Date:	10/31/2014
		Frequency:	twice monthly
		Comments:	Use agendas to guide meetings
Implement	Percent Task Complete:		50%

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 09/29/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	This year we are focusing on rigor and differentiation. To make this happen, a Principal Summary Sheet will be developed in order to collect data of rigor and differentiation being utilized in the classroom.
Plan	Assigned to:	Dawn Peeples
	How it will look when fully met:	When this is fully implemented Administrators will be in classrooms collecting data for the Principal Summary Report. Patterns of Practice will be observed and examined in order to make decisions for professional development needs.
	Target Date:	12/20/2016
	Tasks:	
	1. Develop a Principal Summary Report with Patterns of Practice	
	Assigned to:	Dawn Peeples
	Added date:	09/29/2015
	Target Completion Date:	12/21/2015
	Comments:	
	2. Collect data and share with staff and make decisions for professional development	
	Assigned to:	Dawn Peeples
	Added date:	09/29/2015
	Target Completion Date:	12/21/2015
	Comments:	
Implement	Percent Task Complete:	0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	Teachers use TESS evaluations in order to make goals for the upcoming school year. Teachers then choose professional development to help them reach their goals for the upcoming school year. PGPs are based on classroom observations.
	Added date:	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 09/29/2015
	Evidence:	Our school provides an embedded professional development 6 times throughout the school year which focuses on differentiation and rigor. Our Principal is our facilitator for learning in differentiation and rigor.
	Added date:	
School Leadership and Decision Making		
Expanded time for student learning and teacher collaboration		

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 09/29/2015	
	Evidence:	Our school utilizes block scheduling, a before school homework room, advisory math and literacy programs, and an after school program called ELO. Our Extended Learning Opportunities (ELO) program serves our Targeted Achievement Gap Group (TAGG) students. Progress is monitored through various forms of data including common assessments and technology based programs such as MobyMax and Front Row Ed and through progress monitoring.	
		Added date:	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/15/2015	
	Evidence:	We collaborate with area universities by hosting the interns and the principal serves on a question and answer panel yearly for local universities. New teachers to the building are provided with mentors to help support them in growth and development. In our district, much of the recruitment process is handled at the district level.	
		Added date:	
Opportunity to Learn			
Post-Secondary School Options			
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/15/2015	
	Evidence:	Since we are at the middle school level, our support for career development is different than the support of the high school level. In order to help students begin thinking about college and career goals, we have implemented Say Go College Week and have guest speakers who give career talks once a month throughout the school year. Counselors and teachers work together to plan an informative and motivational program centered around colleges and vocational career opportunities during Say Go College Week.	
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 09/29/2015	
	Evidence:	Each subject has a professional learning community. Each professional learning community has an established leader who uses an agenda and guiding questions to ensure the effectiveness of each meeting. The guiding questions focus on differentiation and rigor. The PLC teams work together to build lesson plans that follow the state standards using technological resources, textbooks, commercial resources, and teacher created materials. During the PLC meetings, teachers discuss which standards are the focus for the following week, what the objectives are, how the standards will be met, and how they will assess students. Teachers decide which materials would be best to use with their students to achieve mastery.The curriculum is organized into units. Teachers use pre/post-assessments to determine student mastery. Assessments are differentiated to give each student the opportunity to succeed.	
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)(Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 03/07/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some instructional teams systematically develop and administer formative assessments at the beginning and end of units. Some teachers use the data to differentiate instruction and use the information to modify units of instruction and share the most successful teaching strategies. Since not all instructional teams have a systematic approach to creating unit pre-tests and post-tests, we develop a plan to implement this school wide.	
Plan	Assigned to:	Teri Duncan	

	How it will look when fully met:	When this objective is fully implemented, teacher instructional teams will have developed units of instruction with at least one formative assessment to determine student mastery of objectives prior to the introduction of units and their mastery at the end. This enables the teacher to adjust his or her approach to teaching the unit and differentiate assignments and supports for each student. The pieces of information needed to provide evidence that this objective is fully met are pre-tests and post-tests given by each instructional team and differentiated activities provided by each instructional team.
	Target Date:	05/01/2017
	Added date:	

Indicator IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(Focus,Priority)

Status Full Implementation

Assess Level of Development: Initial: **Full Implementation** 03/07/2016

Evidence:

Our teachers use pre-test data to adjust lessons and to differentiate assignments. A pre-test is designed by our content teams and teachers in each subject area and aligned to the curriculum and standards and is given to all students to determine their level of understanding and knowledge of the unit the teacher is getting ready to start. The results of the pre-test gives the teachers the ability to differentiate instruction based on student need. The results of the pre-test may indicate that the student is not ready for the new material, and teachers are then able to develop a plan of action to help those students be successful and master the standards.

Other students who have already mastered an idea, and would need additional materials to spark interest or challenge new thinking like exploratory activities or designing new activities. Teachers use higher level bloom's activities and instruction to reach those students in order to keep them engaged. Our teachers differentiate for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments. Special Education teachers are consulted in order to reach students through either Tier 2 or Tier 3 interventions to reach at-risk students. ELL Specialists also help teachers help to ensure that teachers make necessary accommodations without compromising expectations for learning and making sure that high standards for learning are there for all students.

Added date:

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)

Status Objective Met 3/4/2015

Assess	Level of Development:	Initial: Limited Development 02/13/2015
		Objective Met - 03/04/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers are involved in a book study on differentiation. The Differentiated Classroom Templates were designed in order for teachers to incorporate differentiated lessons in their lesson plans. Lesson plans are monitored and coached upon by administrators each week. Monthly meetings are held by administrators in order to help teachers focus on differentiation goals in the classroom. Weekly content meetings are held in which teachers discuss ways to differentiate specific standards. Teachers also collaborate to design differentiated units. Teachers use pre-assessment tools to help determine levels for each student in order for the lessons to be fluid and post assessments are used in order to gauge levels of achievement. Technology tools are used, i.e. Mobymax, in order to help achieve student mastery, as well.
Plan	Assigned to:	Dawn Peeples
	How it will look when fully met:	All teachers will successfully incorporate differentiated instruction at least 2-3 days a week. All groups and assignments will be based on pre-assessment data. All differentiated instruction will be based on process, content, or product. Evidence will be provided by lesson plans, teacher created units, and assessments (both pre-assessments and post assessments).
	Target Date:	05/01/2015
	Tasks:	
	1. Book Study: The Differentiated Classroom by Carol Ann Tomlinson	
	Assigned to:	Dawn Peeples
	Added date:	02/13/2015
	Target Completion Date:	05/28/2015
	Comments:	
	Task Completed:	3/4/2015 12:00:00 AM
	2. Schedule and conduct monthly meetings during teacher plan time in order to discuss and provide support in incorporating differentiated lessons.	
	Assigned to:	Dawn Peeples
	Added date:	02/13/2015
	Target Completion Date:	05/28/2015
	Comments:	
	Task Completed:	3/4/2015 12:00:00 AM
	3. Teachers will submit lesson plans to administration each week highlighting differentiated plans.	

		Assigned to:	Dawn Peeples
		Added date:	02/13/2015
		Target Completion Date:	05/28/2015
		Comments:	
		Task Completed:	3/4/2015 12:00:00 AM
	4. Purchase and implement Mobymax computer program in Extended Learning Opportunities program and general education classrooms.		
		Assigned to:	Dawn Peeples
		Added date:	02/13/2015
		Target Completion Date:	05/28/2015
		Comments:	
		Task Completed:	3/4/2015 12:00:00 AM
	5. Teachers attend weekly content meetings to discuss differentiation ideas for their units of study.		
		Assigned to:	Dawn Peeples
		Added date:	02/13/2015
		Target Completion Date:	05/28/2015
		Comments:	
		Task Completed:	3/4/2015 12:00:00 AM
	6. Assess differentiation through classroom walk-throughs, lesson observations, lesson plans, post assessment data.		
		Assigned to:	Adam Koehler
		Added date:	02/13/2015
		Target Completion Date:	05/28/2015
		Comments:	
		Task Completed:	3/4/2015 12:00:00 AM
Implement	Percent Task Complete:		100%
	Objective Met:		3/4/2015
	Experience:		3/4/2015 It was enlightening. All certified staff was engaged and we were able to see evidence of our book study and meetings through classroom observations and lesson plans.
	Sustain:		3/4/2015 We will continue with a second book study on differentiation, as well as, continued monthly meetings in which we provide staff with additional information.
	Evidence:		3/4/2015 Our evidence includes lesson plans, classroom observations, and teacher feedback from administration.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)

Status Full Implementation

Assess	Level of Development:	Initial: Full Implementation 09/29/2015	
	Evidence:	Every 6 weeks all students are assessed in all content areas through common assessments which are created collaboratively by teachers. Data is collected and analyzed to help make instructional decisions for the future.	
	Added date:		
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assess	Level of Development:	Initial: Full Implementation 12/15/2015	
	Evidence:	Each content area works to plan units and differentiated lessons using a pacing guide or instructional units set by the school district. These guides and instructional units align standards, curriculum, instruction, and assessment. To sustain our efforts, the teachers attend training sessions and meetings so we can stay abreast of the most current practices and continue to use the pacing guides and instructional units.	
	Added date:		
Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Objective Met 3/4/2015		
Assess	Level of Development:	Initial: Limited Development 12/12/2014	
		Objective Met - 03/04/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We are confident with our level of using Cues and Corrective Feedback. "Cues" evidence: Teachers set the climate by students being able to know what to expect through established daily procedures, i.e. bell ringer, assignment notebooks, student friendly objective. Corrective feedback evidence: differentiated lesson plans. We need to grow in "Engagement" and "Reinforcement."	
Plan	Assigned to:	Teri Duncan	
	How it will look when fully met:	When this objective is being fully met in our school, all teachers will be trained in using Kagan Structures to ensure the use of cooperative learning activities in each classroom. This will help in both "engagement" and "reinforcement." Evidence will also be through our embedded training schedule and sign-in sheets. Evidence will also be found in our lesson plans for differentiated instruction.	

	Target Date:	03/31/2015
	Tasks:	
	1. Teachers will create differentiated learning lesson plans.	
	Assigned to:	Teri Duncan
	Added date:	12/12/2014
	Target Completion Date:	03/31/2014
	Comments:	
	Task Completed:	3/4/2015 12:00:00 AM
	2. Teachers will attend embedded training sessions to learn Kagan Structures.	
	Assigned to:	Teri Duncan
	Added date:	12/12/2014
	Target Completion Date:	03/31/2014
	Frequency:	monthly
	Comments:	
	Task Completed:	3/4/2015 12:00:00 AM
Implement	Percent Task Complete:	100%
	Objective Met:	3/4/2015
	Experience:	3/4/2015 In classroom observations, student engagement has increased through the use of Kagan structures and the implementation of differentiated lesson plans.
	Sustain:	3/4/2015 Teachers will continue to turn in weekly lesson plans. Administrators will check lesson plans weekly and continue to observe classrooms for Kagan implementation.
	Evidence:	3/4/2015 Evidence includes weekly lesson plans classroom walk through data.
Classroom Instruction		
Expecting and monitoring sound classroom management		
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)(Priority)	
Status	Full Implementation	
Assess	Level of Development:	Initial: Full Implementation 03/07/2016

Evidence:	Teachers spend the first day of school leading class building and team building activities with their students. Through these activities students learn about their classmates and feel more comfortable in a group with them. Teachers use games to teach classroom procedures and continue to teach them throughout the year. The students at Middle School North participate in our ROARS program, which teaches them the importance of responsibility, outstanding citizenship, academics, resilience, and service. This program teaches students to treat others with compassion, to build positive relationships, to help others whenever possible, to be responsible for their own actions, and to not give up just because something is difficult. When students exhibit these attributes, they are given stamps on their "ROARS" card and participate in an incentive.
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Added date:	
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Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)
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Status Tasks completed: 0 of 2 (0%)

Assess	Level of Development:	Initial: Limited Development 12/15/2015
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Each team sends a weekly newsletter home to inform parents what students are learning in the classroom. Parents are encouraged to work with students at home. The counselors send a monthly newsletter home to inform parents about specific ways they can help their children study and focus. Our school participates in the One Book, One School initiative. Students are given a reading calendar so they know which chapters to read at home with their families.
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Plan	Assigned to:	Dawn Peeples
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	How it will look when fully met:	When this objective is fully met our school will have a school/family compact. This compact will create a stronger connection between the school and the home because it will help parents become more engaged in the learning lives of their children. With this compact combined with our One Book, One School initiative and the newsletters provided by the teams and counseling center our objective will be fully met.
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	Target Date:	05/27/2016
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	Tasks:		
	1. Survey teachers about what families can do at home to help them in the classroom.		
	Assigned to:	Erica Riddle	
	Added date:	12/15/2015	
	Target Completion Date:	01/31/2016	
	Comments:		
	2. Create a document with school/teacher responsibilities and family responsibilities.		
	Assigned to:	Dawn Peeples	
	Added date:	12/15/2015	
	Target Completion Date:	01/31/2016	
	Comments:		
Implement	Percent Task Complete:	0%	