

# Comprehensive Plan Report

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

November 12, 2013

**Langdon ES** NCES - 110003000044

District of Columbia Public Schools

**School Improvement Indicators (RI)**

Key Indicators are shown in **RED**.

School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	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:	Master elementary and middle school special subject schedules have been implemented. This allows for maximum extension of use of effective planning time. Teachers meet in collaborative sessions to discuss, develop, and reevaluate instructional Best practices. Blocks of common planning time is evident. Teachers in grades 1-4 have a bi-weekly common planning block time; Departmentalized teachers in grades 5 and 6 have a daily common planning block time; and Middle school teachers 7-8 have a daily common planning block time. These structured collaborative teams are able to focus on reteach and instructional planning and assessments for all students.	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	This objective will be fully met when the master school schedule is in place reflecting aligned common time blocks for teacher collaboration. Provided evidence will be a copy of the master schedule and collaborative meeting notes, agendas and handouts.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Schedule a meeting to discuss current schedule		
	Assigned to:	[REDACTED]	

		Added date:	11/06/2013
		Target Completion Date:	08/12/2013
		Frequency:	weekly
		Comments:	N/A
	2. Revise master schedule so that grade level teams are slated with at least two common planning periods per week in order to collaborate.		
		Assigned to:	██████████
		Added date:	11/07/2013
		Target Completion Date:	12/20/2013
		Frequency:	four times a year
		Comments:	
	3. Generate a grad level team collaborative form that include the following: 1. Attendees 2. Agenda 3. Notes 4. Next Steps 5. Questions/concerns 6. Next scheduled meeting date		
		Assigned to:	██████████
		Added date:	11/07/2013
		Target Completion Date:	01/17/2014
		Comments:	
	4. Create a binder to house all grade level meeting notes for all grade level teams and special subject collaborations.		
		Assigned to:	██████████
		Added date:	11/07/2013
		Target Completion Date:	02/14/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:		Tasks completed: 0 of 4 (0%)

**School Leadership and Decision Making**

**Focusing the principal’s role on building leadership capacity, achieving learning goals, and improving instruction**

<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly. (58)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	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:	<p>Curriculum and instruction is monitored daily by the Principal, Assistant Principal and Instructional Coordinator. Elementary teachers are required to implement the 120-minute literacy block and 90-minute mathematics block with fidelity. Middle school, Montessori, Tools of the Mind, Special Subject and Resource Teachers are required to implement program curriculum structure or subject area unit plans with fidelity.</p> <p>Weekly and daily lesson plans are regularly reviewed to ensure alignment with DCPS Units, Scope and Sequence, Pacing Guidelines and/or Specialized Program Instructional Guidelines. Focus is given to small groups created using data, differentiation addressing varied needs, incorporation of STEM Project-Based Learning and inclusion of technology. Learning centers, projects, teacher-made assessments and homework are closely monitored to ensure alignment with instruction.</p> <p>Aligned focus walk templates and observation forms are created by the Administration Team and utilized to monitor instructional implementation. Teachers receive a copy of the observational tool during feedback conferences. Next steps are discussed along with time expectations for improvement. Many teachers have additional support from instructional coaches and receive feedback reports. The principal uses those feedback forms as a springboard to monitor implementation and improvement.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	<p>When this objective is met each teacher will have a set of informal focus walk forms reflecting a visit from the Principal, Assistant Principal and/or Instructional Coordinator for each week of the school year.</p> <p>Evidence reflecting the objective was fully met will include a binder with copies of each educators' informal evaluations.</p>	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Create a variety of Focus Walk Templates. Update as needed		
	Assigned to:	[REDACTED]	

		Added date:	11/06/2013
		Target Completion Date:	09/09/2013
		Frequency:	four times a year
		Comments:	N/A
	2. Set up a binder with a section listed for each instructional educator.		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	09/16/2013
		Comments:	N/A
	3. Create a feasible schedule that can be implemented with fidelity.		
		Assigned to:	██████████
		Added date:	11/06/2013
		Target Completion Date:	12/01/2013
		Frequency:	four times a year
		Comments:	N/A
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

<b>Indicator</b>	<b>IE14 - The principal provides timely, clear, constructive feedback to teachers. (1676)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	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:	<p>Aligned focus walk templates and observation forms are created by the Administration Team and utilized to monitor instructional implementation. Teachers receive a copy of the observational tool during feedback conferences. Next steps are discussed along with time expectations for improvement. Many teachers have additional support from instructional coaches and receive feedback reports. The principal uses those feedback forms as a springboard to monitor implementation and improvement. Formal evaluations using the DC Public Schools Teaching and Learning Framework standards are conducted three (3) times during the school year. Feedback and next steps are discussed in a post-conference with the teacher and Administrator. Master educators, who are outside evaluators, also conduct formal observations of teachers. The Principal accesses ME feedback and discusses their feedback with teachers and discuss alignment of the Principal and Master Educator ratings. Joint decisions are made regarding teaching and learning standards for focused improvement. An action plan is developed to support teacher growth in a deficient area. Action plans may include: instructional resources, websites, professional development, workshops and/or coaching from the Instructional Coordinator or an Administrator.</p>	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this objective is met each educator will have received weekly/bi-weekly informal and five (5) formal observation forms from an Administrator. Evidence to reflect that this objective is fully met will be an educator file with copies of all forms.	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	<p>1. Create a feedback form that includes a space for the following:</p> <p>1. Administrator Comments (teacher kudos, questions/concerns, suggestions)</p> <p>2. Next Steps</p>		
	Assigned to:	[REDACTED]	
	Added date:	11/07/2013	
	Target Completion Date:	12/13/2013	
	Comments:		
	2. Set a protocol including turnaround times that teachers will receive feedback for administrative walk - throughs.		
	Assigned to:	[REDACTED]	

		Added date:	11/07/2013
		Target Completion Date:	01/17/2014
		Comments:	
	3. Set a protocol that includes turnaround times that teachers will review their feedback, reflect, and have a conference with the administrator that administered their walk - through.		
		Assigned to:	██████████
		Added date:	11/07/2013
		Target Completion Date:	02/07/2014
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in assessing and monitoring student mastery

<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	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:	Teachers plan units based on current DCPS themed units. Teachers create lessons and activities that guide students into skill mastery. Teachers rely on PIA data to determine whether students have mastered taught skills assessed during each unit.	
<b>Plan</b>	Assigned to:	██████████	
	How it will look when fully met:	During the planning phase for each instructional unit, teachers prepare a pre-test to administer to students in order to gage an appropriate starting point for instruction and grouping. Teachers also administer a post-test at the conclusion of each unit in order to assess whether students have mastered taught skills. Teachers analyze the data from each post-test in order to create re-teach plans to address deficit skills	
	Target Date:	06/13/2014	
	<b>Tasks:</b>		
	1. Plan a meeting with instructional teaching staff to discuss the structure of effective unit planning.		
	Assigned to:	██████████	
	Added date:	11/07/2013	
	Target Completion Date:	12/13/2013	
	Frequency:	four times a year	

		Comments:	
		2. Set deadlines for teachers to submit unit plans which include pre/post test assessments to administer to students at the beginning and conclusion of the unit.	
		Assigned to:	██████████
		Added date:	11/07/2013
		Target Completion Date:	05/23/2014
		Frequency:	four times a year
		Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

**Curriculum, Assessment, and Instructional Planning**

**Assessing student learning frequently with standards-based assessments**

**Indicator IID09 - Instructional Teams use student learning data to plan instruction. (107)**

**Status** Tasks completed: 0 of 4 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	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:	Here at Langdon EC, all instructors are required to use PIA data to design Formative assessments and to improve and differentiate instruction. When PIA data comes back, we meet in instructional group meetings to analyze data. All teachers (Special Education, Intervention Specialists, and Special Subject teachers) are required to create Re-Teach plans for Reading and Mathematics. These plans highlight skills that students did not do well on, according to the data. Teachers will then create a plan to differentiate and teach this skill again, to a small group of students who need it. Teachers also create PIA Check-In's, short formative assessments, to show the growth reflected from the re-teach plans.
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<b>Plan</b>	Assigned to:	██████████
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	How it will look when fully met:	Teachers regularly create and submit re-teach plans and bi-weekly PIA check-in assessments/ short formative assessments to ensure continuous re-teaching opportunities for deficient skills.
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	Target Date:	06/02/2014
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**Tasks:**

	1. Create a re - teach template that all teachers will use for ELA and Math.	
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	Assigned to:	██████████
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	Added date:	11/07/2013
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	Target Completion Date:	09/06/2013
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	Comments:	
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	2. Utilize grade-level collaboration time with Instructional Administrators to:
	<ol style="list-style-type: none"> <li>1. Review and analyze data</li> <li>2. Identify deficient skills</li> <li>3. Group students based on deficient sub-skills</li> <li>4. Research best practices for re-teaching deficient skills</li> </ol>
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 11/15/2013
	Frequency: monthly
	Comments:
	3. Create new lessons that target deficient skills, based on analyzed student data.
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 01/24/2014
	Frequency: monthly
	Comments:
	4. Create bi-weekly assessments in ELA and Math that:
	<ol style="list-style-type: none"> <li>1. Meets the same level of rigor found on PIA and DC-CAS assessments.</li> <li>2. Includes 2 to 3 multiple choice questions based on the targeted skill(s).</li> <li>3. Includes at least 1 constructed response based on the targeted skill(s).</li> </ol>
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 02/07/2014
	Frequency: twice monthly
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 4 (0%)

<b>Indicator</b>	<b>IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	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:	draft	
<b>Plan</b>	Assigned to:	[REDACTED]	
	How it will look when fully met:	Instructional teams use DC-CAS, PIA, DIBELS, TRC, SRI and BURST data to identify small groups in need of intervention or enrichment. Reading and Math intervention and enrichment groups are formed based on BOY and MOY data and meets daily. Additionally, red zoned students are progressed monitored bi-weekly and yellow zoned students are progressed monitored monthly.	
	Target Date:	10/25/2013	
	<b>Tasks:</b>		
	1. Instructional teams analyze student data from DC-CAS, PIA, DIBELS, TRC, SRI and BURST.		
	Assigned to:	[REDACTED]	
	Added date:	11/07/2013	
	Target Completion Date:	10/25/2013	
	Frequency:	four times a year	
	Comments:		
	2. From small groups intervention and enrichment groups based on analyzed data.		
	Assigned to:	[REDACTED]	
	Added date:	11/07/2013	
	Target Completion Date:	10/28/2013	
	Frequency:	three times a year	
	Comments:		
	3. Create a schedule detailing when intervention and enrichment groups will meet.		
	Assigned to:	[REDACTED]	
	Added date:	11/07/2013	
	Target Completion Date:	10/31/2013	
	Frequency:	twice a year	
	Comments:		

	4. Students receive intervention and/or enrichment support using the following curriculum:
	<ol style="list-style-type: none"> <li>1. Junior Great Books</li> <li>2. ELA intervention (specialized instruction)</li> <li>3. Math Intervention (specialized instruction)</li> <li>4. ABC Primary Tutoring</li> <li>5. BURST</li> <li>6. Accelerated Reader Extensions</li> <li>7. DIBELS/TRC Progress Monitoring</li> </ol>
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 10/14/2013
	Frequency: daily
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 4 (0%)

<b>Classroom Instruction</b>
<b>Expecting and monitoring sound classroom management</b>

<b>Indicator</b>	<b>IIIC14 - The school uses relevant data to inform appropriate actions for continually improving the climate and culture of the school. (2946)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	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:	<p>At Langdon E.C., we place a high priority on converting our data into actions that will directly address areas of improvement. The relevant data that we utilize includes but is not limited to: the DCCAS, PIA (interim assessments), and the DCPS student surveys. By utilizing our student's Achievement Data and finding out how our student body feels about the staff, their peers, the safety of the school, and the desire for extracurricular activities, we have adapted, implemented, and/or removed several new structures that we believe will have IMMEDIATE positive impacts on the climate and culture of Langdon.</p> <p>Academies were introduced to Langdon for 2013-2014. We now have an Early Childhood Academy, Elementary Academy, and a Middle School Academy. This has allowed us to streamline our Master Schedule for improved class transitions and longer instructional blocks. The instructional team in Middle School is brand new and comes aboard with a track record of being Highly Effective at instruction. Academic goals for school year 2013-2014 were to raise Reading Scores by 10% and Math Scores by 10%.</p> <p>There are a plethora of afterschool activities and sports being offered by Langdon for school year 2013-2014. Our students asked for it. We have provided it. Art &amp; Music classes were added for all students. There are several incentive initiatives that reward/highlight our students for outstanding academic achievement, outstanding behavior/character, and high attendance rates. We have set our "in-seat" attendance goal at 96% and it is also our mission to lower the suspension rate by 10%. For the first time, Langdon has a Dean of Students and he will be instrumental in assisting with attaining that target. Lastly, our P.T.A. has and will continue to be very active by sponsoring several events throughout the school year 2013-2014.</p>	
<b>Plan</b>	Assigned to:		
	How it will look when fully met:	A master schedule with instructional blocks aligned with the academy's curriculum. Offerings of music, art, world language and STEM special subject classes have been added. Students select and participate in extracurricular activities, including sports, cheerleading, dance, and etc...).	
	Target Date:	06/13/2014	
	<a href="#">Tasks:</a>		

	1. Create master schedule for each academy.
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 08/12/2013
	Comments:
	2. Determine club sponsors, club descriptions, and yearly schedule.
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 09/18/2013
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 2 (0%)

### Parent, School, and Community

#### Education - Providing professional development for teachers and training for parents on working together to support student learning

**Indicator** IVD01 - Professional development programs for teachers include assistance in working effectively with parents. (1588)

**Status** Tasks completed: 0 of 2 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/31/2013
	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:	Professional development sessions have, and will continue to be conducted for teachers in the areas of attendance, SST, 504 Plans, and IEP's.

<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	Teacher would have participated in collaborative sessions conducted by the Social Work Department. Teachers will show evidence of implementation of learning with parents. Teachers will document using:  1. Parent - Logs 2. Meeting Sign-In Sheets 3. Meeting notes from SST, 504, and IEP meetings
	Target Date:	05/23/2014

**Tasks:**

	1. Input collaborative session dates on the master schedule.
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 11/25/2013
	Comments:

	3. Prepare materials and place dates in weekly staff bulletin.
	Assigned to: [REDACTED]
	Added date: 11/07/2013
	Target Completion Date: 11/27/2013
	Frequency: monthly
	Comments:
<b>Implement</b>	Percent Task Complete: Tasks completed: 0 of 2 (0%)

**Indicator** **IVD02 - The school builds capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community. (2948)**

**Status** Tasks completed: 0 of 2 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/28/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	<p>Academic leadership team members and teachers will host a series of three (3) Parent Mock Testing Workshops to introduce parents to literacy/math interim assessments and math constructed response prompts; analyze their child's performance data; and provide test-taking strategies to practice at home with their children.</p> <p>School staff and teachers will facilitate quarterly (4) Family Literacy Nights geared toward parents of students who are not fluent readers to present parent-friendly activities and strategies that can be utilized at home to support struggling readers.</p> <p>Teachers will host a technology parent workshop(s) to introduce parents to websites and instruct parents on how to navigate the sites to provide instructional strategy review and homework assistance at home. These websites will include: LearnZillion, Khan Academy and First In Math.</p>
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<b>Plan</b>	Assigned to:	[REDACTED]
	How it will look when fully met:	This objective will be met fully when all workshops have been conducted. Evidence provided to show this objective is fully met will be sign-in sheets, agendas, workshop handouts/powerpoint and photos from the events.
	Target Date:	05/30/2014
	<b>Tasks:</b>	

	<p>1. Plan a meeting to:</p> <ol style="list-style-type: none"> <li>Analyze school survey results</li> <li>Generate a list of workshops that would benefit parents and support academic achievement.</li> <li>Select 3 parent workshops to present by the end of the current school year.</li> </ol>										
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Added date:	11/07/2013										
Target Completion Date:	11/15/2013										
Frequency:	monthly										
Comments:	Meet monthly to reflect and plan ongoing planning meetings to discuss and determine needed workshops.										
	<p>2. Plan a Mock Parent Testing Workshop before the the Thanksgiving break.</p> <ol style="list-style-type: none"> <li>Parents will be administered a sample PIA assessment by teachers.</li> <li>Teachers will review answers with parents.</li> <li>Parents reflect on how they felt while taking the assessment (confidence level, anxiety if any)</li> <li>Teachers provide test taking tips with parents so they can help provide support to their student(s).</li> </ol>										
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