



School Improvement Plan

PCTA | 2019-2020

PART 1: GENERAL INFORMATION



Instructions

Review and follow all directions carefully when completing the SIP template. **All sections of the School Improvement Plan must be completed by the school administration in collaboration with the Instructional Leadership Team.** Teams should use the checklists in Part 3 to review the completed plan.

Timeline and Key Dates

ACTION	DEADLINE
1. Administrators review PowerPoint for SIP overview session with ILT	May 10, 2018
2. Administrators and ILT develop SIP draft	June 1, 2018
3. School teams submit SIP to Dropbox for ZED review	June 2, 2018
4. ZED provides feedback	June 9, 2018
5. School teams make any necessary revisions	June 22, 2018
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	June 23, 2018

PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE

Section 1: Cover Page

Instructions: Please complete this cover page by entering the requested information below.

Name of School:	Providence Career and Technical Academy
School Address:	41 Fricker Street, Providence, RI 02806
School Principal Name:	Wobberson Torchon
Classification (check one):	<input type="checkbox"/> SIG Cohort 1 School* <input type="checkbox"/> SIG Cohort 2 School* <input type="checkbox"/> ESEA Waiver Focus School* <input type="checkbox"/> ESEA Waiver Priority School* <input checked="" type="checkbox"/> None of the above
ILT/SIT Member Names:	<ol style="list-style-type: none">1. Wobberson Torchon2. Judy Fried3. Jamie Christina4. Piedade Lemos5. Domenic DiDonato6. Shannon Mcloud7. Kim Yeaw8. Nancy Holgate9. Andrew Benn

	10. Richard Goyette 11. Thea DeConti 12. Melissa Halpert 13. 14. Graham Walker 15. Elizabeth Butrick 16. Rashaan Gomes		
Parent and Community Member Representatives:			
Zone Executive Director Signature:		Date:	
School Principal Signature:	<i>Robberson Torchon</i>	Date:	

*** NOTE: ESEA Waiver schools *must* ensure that their selected interventions are integrated into their improvement plans. See instructions on pages 5 to 7 for details.**

***Note: SIG schools must also ensure their new SIP maintains the original intent from the original SIG SRP.**

PCTA						
Demographic Information - SY17-18 Ever Enrolled Students (as of May 21)						
% Black:	12.9%	% Limited English Proficient (LEP)		11.2%		
% Hispanic:	73.8%	% Special Education:		16.2%		
% White:	3.6%	% Free/Reduced Meals:		82.4%		
% Other:	9.7%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (as of May 1)
Student Attendance Rate:	89.3%	88.2%	86.9%	88.1%	88.5%	90.7%
% of Students Chronically Absent:	46.6%	46.6%	50.8%	46.1%	47.9%	36.5%
Number of In School Suspensions	2	2	4	1	0	0
Number of Out of School Suspensions	269	235	119	75	69	29
Total Suspensions:	271	237	123	76	69	29
Teacher Attendance Rate:				TBD	TBD	TBD
NOTE: For SY12-13 - SY14-15 Attendance Rates and Suspensions data are RIDE calculations from InfoWorks! All other data calculated by RPA office.						

	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017
4-Year Graduation Rate	73.5%	77.3%	81.3%	88.0%	89.0%

SY17-18 ACCESS Overall Composite PL	Composite PL 1		Composite PL 2		Composite PL 3		Composite PL 4		Composite PL 5		Composite PL 6		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
School														
Providence Career and Tech Acad (PCTA) HS	8	10.7%	11	14.7%	43	57.3%	8	10.7%	5	6.7%		0.0%	75	100%

Section 2: School Demographic Profile

Instructions: Complete the table below by providing enrollment and demographic data for the current (2017-2018) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Section 3: School Improvement Strategies and Implementation Timeline

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2018-2019.

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.

For the 2019-2020 school year, PCTA will increase the percentage of **juniors** scoring proficient on the English sections of the SAT by **16%** and the percentage of **sophomores** by **11%**. We will ensure that students have an average growth of at least **70 points** in comparison to the previous year score. (STAR will be used as a predictor to monitor our student’s progress toward the PSAT/SAT goals since there is a strong correlation between the students in the light green performance band and the students scoring proficient on the PSAT).

2016-2018 PSAT/SAT Data Sheet for PCTA

Year	Grade	Assessment Date	Participation	Benchmark - EBRW	Benchmark – Math	Benchmark - Both
2018-2019	Juniors	April	97.4%	19%	2%	2%
2017- 2018	Juniors	April	95.9%	17.2%	2.5%	1.8%
2016-2017	Juniors	April	91.6%	17.6%	2.6%	2.0%
2018-2019	Sophomores	April	98.8%	43%	9%	9%
2017- 2018	Sophomores	April	97.7%	31.8%	7.1%	6.5%

2016-2017	Sophomores	April	90.5%	22.1%	7.6%	5.8%
2018-2019	Freshmen	October	100%	23%	11%	7%
2017-2018	Freshmen	October	97.8%	23.2%	8.5%	4.5%

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
1.1	Students will analyze their PSAT/SAT, STAR, Common Departmental Assessments, and Summit data during SDL/PLT to understand their learning needs, design individualized action plans that includes the use of specific reading comprehension strategies, and use computerized programs to document their growth.	100% of ELA teachers will use their CPT time to analyze students' data from PSAT/SAT/ Common Departmental Assessments, and Summit Learning to prepare lessons and <i>coach</i> students on how to design their individualized	Daily Classroom Walkthrough tool to see evidence of data conversation, and specific reading comprehension strategies.	At least 95% of our students will be able to articulate: 1. - How they use data to design their personalized plan. 2.-The reading comprehension strategies they are using and why.	Daily classroom walkthrough (student section that includes data use, use of specific reading comprehension strategies, and growth documentation). Quarterly students survey	Teacher Training

		<p>action plan, use specific reading comprehension strategies, and use computerized programs to document their growth.</p> <p>100% of ELA teachers will be trained on how to analyze data to determine student's needs, coach students on how to design their individualized action plan, use specific reading and comprehension strategies, and document their growth</p>	<p>Training Participation attendance</p> <p>RTII records</p>	<p>3.-How they document their growth.</p>		
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1.2	Students will engage in short practice assessment opportunities that are aligned to standards and mirror the rigor of PSAT/SAT to address their needs and document their growth.	<p>100% of ELA teachers will provide their students time to create their College Board account and linked it to Khan Academy.</p> <p>100% of ELA teachers will train students on how to take short PSAT/SAT short assessments on their Collegeboard account and provide each student with the opportunity to have at least 10 hours of practice on Khan Academy linked to their</p>	Monthly Khan Academy linked to Collegeboard account Implementation Tool.	<p>At least 97% of students completing 1 modified PSAT assessment and demonstrate a 8% increase in proficiency or a 35 points increase in comparison to last year result.</p> <p>At least 97% of students successfully complete all content assessments.</p>	<p>Modified PSAT/SAT assessment score tracker.</p> <p>Student's usage and test results report.</p>	<p>Title I Khan/Summit/Research summer training.</p> <p>After-school tutorial</p> <p>Chromebooks</p>

		<p>collegeboard account before April 10, 2019.</p> <p>100% of ELA teachers will be trained on how to use Collegeboard PSAT/SAT resource and Khan Academy.</p>				
1.3	<p>Students will practice construction integration model of reading comprehension by learning developing text-based skills and developing mental pictures to improve their reading comprehension. They will also practice other specific reading comprehension strategies recommended by the ELA department and the district intervention specialists to access non-fiction text across contents.</p>	<p>100 % of Non-English teachers will teach students using construction integration model of reading comprehension and other specific reading comprehension strategies to access non-fiction texts.</p> <p>100% of non-</p>	<p>Daily classroom walkthrough(strat egy section)</p>	<p>97% of students will use specific reading comprehension strategies when reading non-fiction texts.</p>	<p>Classroom walkthrough tool(strategy section)</p>	<p>Teacher Training during CPT:</p> <p>A. - How to model High yield reading strategies using non-fiction texts.</p> <p>B.- How to implement Khan Academy linked to the collegeboard account to improve student learning</p>

	<p>Students will practice with their Khan academy account linked to Collegeboard once or twice a week during their SDL period.</p>	<p>English teachers will be trained on how to model the use of high yield reading strategies comprehension strategies for their students and create opportunities for them to use it in their content.</p> <p>100% of non-English teachers will be trained on how to use Khan Academy accounts linked to Collegeboard</p>				
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Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each

intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2018-2019.

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.

For the 2019-2020 school year, PCTA will increase the percentage of juniors scoring proficient on the Math sections of SAT by 19% every year and the percentage of sophomores by 18% on the PSAT year to reach 97.5% in 5 years. We will ensure that students demonstrate an average growth of 70 points in comparison to the previous year's score. (STAR will be used as a predictor to monitor our student's progress toward the PSAT/SAT goals since there is a strong correlation between the students in the dark green performance level on STAR and the students who score proficient on the PSAT).

2016-2019 PSAT/SAT Data Sheet for PCTA

Year	Grade	Assessment Date	Participation	Benchmark - EBRW	Benchmark – Math	Benchmark - Both
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2018-2019	Sophomores	April	98.8%	43%	9%	9%
2017- 2018	Sophomores	April	97.7%	31.8%	7.1%	6.5%
2016-2017	Sophomores	April	90.5%	22.1%	7.6%	5.8%
2018-2019	Freshmen	October	100%	23%	11%	7%
2017-2018	Freshmen	October	97.8%	23.2%	8.5%	4.5%

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
2.1	Students will analyze their PSAT/SAT, STAR, IXL, Common Departmental Assessments, and Summit data during their SDL/PLT to understanding their learning needs, design individualized action plans that includes the use of specific math problem solving strategies, and use various computerized programs to document their growth.	100% of math teachers will use their CPT time to analyze students' data from PSAT/SAT/STAR, IXL, Common Departmental Assessments, and Summit Learning to prepare lessons and coach students on how to analyze their individual data, design their	Daily Classroom Walkthrough tool to see evidence of data use, math problem solving strategies, and use of computerized programs	At least 97% of our students will be able to articulate: 1. - How they use data to design their personalized plan. 2.-The math problem solving strategies they are using and why. 3.-How they document their growth.	Daily classroom walkthrough (student section that includes data use, use of specific math problem solving strategies, and growth documentation).	Teacher Training

		<p>individualized action plan, use specific math problem solving strategies, and use computerized programs to document their growth.</p> <p>100% of Math teachers will be trained on how to analyze data to determine student's needs, coach students on how to design their individualized action plan, use specific math problem solving strategies, and</p>	<p>Training Participation attendance</p>			
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		document their growth				
2.2	Students will engage in short practice assessment opportunities that are aligned to standards and mirror the rigor of PSAT/SAT to address their needs and document their growth.	<p>100% of Math teachers will provide their students time to create their College Board account and linked it to Khan Academy.</p> <p>100% of Math teachers will train students on how to take PSAT/SAT short assessments on their Collegeboard account and provide each student with</p>	Monthly Khan Academy Implementation Tool.	<p>At least 97% of students completing 1 modified PSAT assessment and demonstrate a 9.5% increase in proficiency or a 35 points increase in comparison to last year result.</p> <p>At least 97% of students successfully complete all content assessments.</p>	Modified PSAT/SAT assessment score tracker. Student's usage and test results report.	<p>Title I Khan summer training.</p> <p>After-school teacher training</p> <p>Chromebooks</p>

		<p>the opportunity to have at least 10 hours of practice on Khan Academy linked to their Collegeboard account before April 2020.</p> <p>100% of Math teachers will be trained on how to use Collegeboard PSAT/SAT resource and Khan Academy.</p>				
2.3	Students will practice specific math problem solving strategies recommended by the math department and the district intervention specialist in all non-math classes to tackle rigorous math problems.	100 % of Non-math teachers will teach students specific math problem solving strategies to	Daily classroom walkthrough (strategy section)	97% of students will use specific math problem solving strategies when working on math problems.	Classroom walkthrough tool(strategy section) Khan Academy and Collegeboard account report	<p>Teacher Training</p> <p>A. - How to use high yield problem solving strategies to solve math problems.</p>

	<p>Students will practice with their Khan Academy accounts linked to Collegeboard at least once or twice a week in their SDL period.</p>	<p>approach difficult math problems.</p> <p>100% of non-math teachers will be trained on how to model the use of specific math problem solving strategies for their students and create opportunities for them to use them in their content.</p> <p>100% of non-math teachers will be trained on how to use IXL, Collegeboard accounts and Khan Academy</p>				<p>B. - How to implement Khan academy linked to the collegeboard to increase student learning.</p>
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Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.						
<p>For the school year 2019-2020, our targets are to:</p> <ul style="list-style-type: none"> • Increase our graduation to 93%. • Increase attendance to 95% while decreasing student chronic absenteeism by 10%. • Decrease suspension by 10%. • Increase parental involvement by 100% 						
	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?

3.1	<p>Each student will receive graduation support from a mentor. Ratio mentor to student will be at most 1 to 12. Students will use an Individual Learning Plan (ILP), a Personal Graduation Plan (PGP), and engage in a Biannual credit audit.</p>	<p>100% of mentors (advisors) will meet once every two week with their mentees to go over graduation requirements and success strategies. All mentors will be trained on how to use data, credit audit template, and the Summit mentor tab to support all Mentees(advisees)</p> <p>All mentors will be trained on how to explain the credit audit template, and</p>	<p>Weekly Summit Learning Mentor Tab</p> <p>Course audit documentation</p> <p>Richer picture completion report.</p> <p>Monthly FAFSA Completion report, and after-school reminders.</p>	<p>100% of students will participate in their credit audits</p> <p>95% of students will complete their Richer Picture goals</p> <p>80 % of students will complete their FAFSA and fill out scholarship applications</p> <p>97% of qualified students will apply to college</p>	<p>Richer Picture School Completion report (SSP report) monitored monthly.</p> <p>Senior Exit survey completed by the last day of May.</p> <p>Audit completion report from counselors biannually.</p> <p><i>FAFSA Report</i></p>	<p>Title I after-school credit recovery coordinator.</p> <p>Teachers will receive training on:</p> <p>A. - How to read a credit audit and a transcript.</p> <p>B. - How to use the Summit mentor tab to become an effective mentor.</p> <p>C. - How to use the ILP to help mentees complete their yearly goals by the end of September.</p>
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		<p>use the mentor tab to record conversations. 100% of guidance counselors will do 100% of students' credit audits twice a year, facilitate FAFSA and scholarship application completion for 80% of students, and facilitate college and career applications for 97% of qualified students</p> <p>100% of advisors and guidance counselors will</p>				
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		<p>have 97% of their students complete their academic, social/emotional, and post-secondary goals by the end of September.</p> <p>95% of seniors will complete their senior exit survey by the last day of May.</p>				
3.2	<p>Students will become more aware of the impact of absenteeism on their school performance and will work on improving their attendance.</p> <p>Students will use the lessons learned from the book Shoot your shot to build stamina,</p>	<p>100% of mentors and classroom teachers will have conversations with chronically absent students to explore solutions.</p>	<p>Attendance monitors and coordinators intervention and suggestions log (Kinolved)</p>	<p>Student attendance rate will increase to 91% and chronic absenteeism will decrease by 10%. Increase.</p>	<p>Monthly Skyward Attendance Reports Summit on track report</p> <p>Quarterly Skyward transcripts data review</p>	<p>Attendance and Performance level coordinators. After-school tutorial. Kinolved</p> <p>Mentor training</p>

	grit, and self-advocacy skills.	Attendance coordinator and monitors will provide reminders to students and parents when students are absent and provide suggestions for improvement.				
3.3	<p>Students will practice restorative justice as a means to address and prevent misbehaviors.</p> <p>Students will participate in monthly grade level meetings to review school-wide expectations, and discuss alternative solutions to misbehavior.</p>	<p>100% of teachers will be trained in the practice of restorative justice and will work on the infrastructure for its implementation.</p> <p>Teachers will submit topics to</p>	<p>Training participation sign in sheet</p> <p>Monthly teacher items submission</p>	Suspension rate will decrease by at least 10% compared to last year MOY	Skyward monthly suspension report	<p>Training</p> <p>After-school detention</p> <p>Restorative Training</p> <p>Anti-Bullying training</p>

		discuss at these meetings and will engage students in identifying positive alternative behaviors				
3.4	Freshmen will experience a 9 th grade research-based summer onboarding academy in August (19 – 23) that addresses the indicators of success in high school experience.	9 th academic and CTE Teachers will plan and implement a yearly 9 th grade onboarding program that is research-based and include an orientation to Summit Learning, PSAT, Khan Academy linked to their college	Program planning and Implementation participation tracker. Student quarterly survey Ensure they are using the strategies they shared with the students over the summer session daily during walkthrough. Compare their suspension, student attendance To 9 th grade teachers who did not participate quarterly	90% of the freshmen who participate in the program will maintain the 95% attendance and have lower suspension rate than those who did not. Retention of 9 th graders to 90%. Increase course passing rate by 10%.	Monthly attendance and suspension reports	Title I Summit Summer Onboarding program Summer onboarding planning Transportation Postage Stamps

		board account, and the four indicators of at risk behavior.				
3.5	Students will experience a grade level first day orientation based on their needs.	Teachers will research and plan a first day orientation for each grade level. 100% of teachers will implement the grade level orientation plans.	Grade level orientation plan report Program implementation tool	Students will be able to articulate the purpose of the program and the behaviors that are expected of them throughout the year	Student survey	Teacher grade level orientation planning and end of year evaluation of the execution and its impact.

SMART Goal #4: Insert your CTE Goals below. Include sub group targets that will help close achievement gaps.

For the school year 2019-2020, our target is to meet or exceed all RIDE CTE Outcome measures

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?

4.1	Students will participate in CTE programs that offer industry earned credentials and certificates.	100% of teachers will provide quality supports to students to complete the required modules	Skyward quarterly credential completion report	At least 95% of students on their 4 th year in a CTE program should be on track to have an industry safety certificate (SP2, OSHA 10, etc.)	Quarterly Skyward credential completion reports	Perkins IV
4.2	Students will have access to career-based and work-site learning experiences which may include : vendor visits, presentations from industry personnel, and other construction workers and internships)	100% of teachers will ensure that every student has multiple opportunities for these experiences	Quarterly career based student attendance reports from CTE instructors detailing these experiences. Yearly Perkins narrative goals	100% of students exposed to these activities over their four year program.	Quarterly career-based and work-site form	Perkins IV
4.3	Students will receive instruction and training that mirror industry standards.	Use of effective curriculum and sound instructional practices to ensure post-secondary success.	RIDE Outcome measure report Tableau Classroom daily walkthrough.	95% of students being on track to complete their CTE course	Quarterly Skyward Report Monthly RIDE Report	Perkins IV

4.4	Students will experience facilities that are safe and equipment used for instructional or training purposes are current with business and industry standards.	Teachers will become more responsive to safety issues and facility needs	Monthly Lab inspection report	Reduce the number of unsafe practices to zero.	Quarterly Lab safety report Daily instructor Accident Poster	Perkins IV
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PART 3: REQUIREMENT CHECKLISTS

Title I School-wide Program Checklist

Instructions: Complete the Title I School-wide Program checklist to ensure that the school’s SIP meets the federal Title I requirements. A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I).

- Component 1:** School-wide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement. **List Page number(s) where this is located: 7-11, 13-17.**

- Component 2:** Use of effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of time (such as providing before and after school and summer programs and opportunities), and include strategies for meeting the educational needs of historically underserved populations. **List Page number(s) where this is located: 7-11, 13-17**

- Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located: 7-11, 13-17**
- Component 4:** High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to enable all children to meet the State’s academic achievement standards. **List Page number(s) where this is located: 8, 10, 11, 14, 16, 17, and 19**
- Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located: 21**
- Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located: pg. 20 and 22**
- Component 7: ELEMENTARY ONLY-**Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs **List Page number(s) where this is located: _____**
- Component 8:** Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. **List Page number(s) where this is located: 7, 13**
- Component 9:** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance to ensure student difficulties are identified on a timely basis **List Page number(s) where this is located: 7-11, 13-17**
- Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located:**

SIG Transformation Element Requirement Checklist (SIG Cohorts 1 and 2 ONLY)

Instructions: Complete the SIG Transformation Element Requirement Checklist to ensure that the school’s SIP meets federal School Improvement Grant (SIG) element requirements under the Transformation model.

Strategies for teacher and leader effectiveness. **List Page number(s) where this is located:** _____

Strategies for comprehensive instructional reform. **List Page number(s) where this is located:** _____

Strategies for increased learning time and community oriented schools. **List Page number(s) where this is located:** _____

Strategies for operational flexibility and sustained support. **List Page number(s) where this is located:** _____