

BEHS Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): 2021

By 2021, BEHS will increase the combined (reading and math) percentage of proficient/distinguished students from 66.3 to a 70.0% as measured on the ACT.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. **Provide justification and/or attach evidence for why the strategy was chosen.**)

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. **Provide a brief explanation or justification for the activity.**)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)

- [KCWP2: Design and Deliver Instruction Classroom Activities](#)

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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Spring 2019 Reading By 2019, BEHS will increase the percentage of ALL students reaching proficiency in reading from 52.5% to 55% as measured by ACT	KCWP 1: Design and Deploy Standards The need to align curriculum, pacing, assessments and expectation so that we have a systemic approach.	Highly qualified math and ELA teachers have worked with CTL to design units that align with standards, curriculum maps and pacing guides and common summative assessments.	CTL work is documented in PLC agendas and minutes. Specific as to where they are on pacing guide and data that indicates mastery will be included. Local and state data	School administrators, and instructional coaches will attend PLCs and view PLC notes to monitor progress, implementation, data that pertains to mastery, plans for CFAs and any necessary remediation/	\$0
*Strategies and Activities in this section also pertain to goals to increase proficiency in Gap groups	KCWP 2: Design and Deliver Instruction We note a decline in reading scores and feel improvement can stem from a shared responsibility for teaching reading across contents.	Train content teachers to implement specific reading strategies and standard/skills based assessment. <i>Train content teachers in "close reading" strategies to utilize with content text</i>	Increased proficiency on CFAs (as noted in PLC minutes) CERT, local and state data	Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies. Walk-through/observation data	\$0
		Increase reading in the content areas to mimic ACT complexity	Increased proficiency on CFAs (as noted in	Admin and instructional coaches will attend PLCs and monitor PLC notes/plans/student work that evidences use	\$0

			PLC minutes) CERT, local and state data	of strategies in instruction. Walk-through/observation data	
	KCWP 3: Design and Deliver Assessment Literacy The goal is to use formative assessments to be certain we catch gaps in learning earlier rather than later.	PLCs work to create common formative assessments, administer and analyze data in fashion timely enough to inform continuing instruction	PLC minutes will evidence CFAs and data from them.	Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis	\$0
	KCWP 1: Design and Deploy Standards Vertical mapping will allow for greater gap identification from year to year...	English department has determined the need to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery	PLC notes/ lesson plans/data analysis leading to increased proficiency as measured on CFAs, local and state assessments.	Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis	
		English department has indicated need to determine if learning targets are clear to students/teachers	PLC notes/ lesson plans/data analysis leading to increased proficiency as measured on CFAs, local and state assessments.		
By Spring 2019, BEHS will increase the percentage of ALL students reaching proficiency in math from 40.8 to 45% as measured by the ACT	KCWP 2: Design and Deliver Instruction We note a decline in math scores... belief is that if we move from the concrete to the abstract, our students will be better able to grasp concepts and skills.	Train math teachers in Conceptual Building Blocks (With Debbie Thompson)	increased proficiency on CFAs, CSAs, local and state assessments	Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies. Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis, walk-through data	\$1000
		Send teachers to Thinking Strategies training within the district.	increased proficiency on CFAs, CSAs, local and state assessments	Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies.	\$ sub coverage

				Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis, walk-through data	
	KCWP 3: Design and Deliver Assessment Literacy CFAs will allow us to identify gaps in learning before a summative -- a physical rather than autopsy.	PLCs work to create common formative assessments, administer and analyze data in fashion timely enough to inform continuing instruction	PLC minutes will evidence CFAs and data from them	Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis, walk-through data	\$0
	KCWP 1: Design and Deploy Standards Failure rates indicate need to provide additional supports for students not reaching mastery.	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	increase in proficiency	Admin and instructional coaches will attend PLCs and/or monitor PLC notes/data analysis	
		ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math, English, and science classes. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day.	Number of students participating in ESS after school program	Monitored by ESS Coordinator and Teachers.	ESS Funds based on Hourly Wage

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Overall SAI index score

BEHS will increase the percentage of proficient/distinguished students in writing to a 64% by 2021. (Currently at 54.8%)

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Writing (All levels) BEHS will increase the percentage of proficient/distinguished students in writing to a 60% (Current /2018 performance is 54.8% overall, 38% FRL, 19.4% IEP)	KCWP 2: Design and Deliver Instruction KPREP tests on-demand writing. Scores have been strong but all could benefit from regular writing practice. Intentionally embedding writing as a means of learning or to demonstrate learning is expected.	Ensure ongoing professional learning in the area of best practice/high yield strategies in writing to learn, to demonstrate learning... Ex: (re)Train all teachers in uniform writing expectation (East chart or similar)	Increased proficiency as measured by local, state and national assessments Walk-through data	Teacher reflection after PL session, plans to embed strategies. Reflection monthly thereafter to determine use/impact of strategies.	
		Ensure regularly scheduled ILT meetings address the curricular expectation of embedded writing/communication pieces within each course curriculum. Reminder that all teachers will contribute a writing piece to the student's Literacy Online Portfolio	Increased proficiency as measured by local, state and national assessments Walk-through data LOP upload data		
	KCWP 3: Design and Deliver Assessment Literacy	All Juniors will participate in an ODW scrimmage in which they receive real time feedback	Increased proficiency on ODW format for assessment	Admin will monitor the scrimmage and observe trends in student performance. Teachers will utilize results to inform further instruction.	

3: Gap

Goal 3 (State your Gap goal):

Increase the average combined Reading and Math proficiency rates for all students in the Gap Groups (FRL and IEP combined) to 30% in math and 48% in reading

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, BEHS will increase proficiency in math amongst Disability/IEP from 3.1% in 2018 to 10% as measured by ACT.	KCWP 2: Design and Deliver Instruction Students need concrete examples before moving to the abstract.	Ensure ongoing professional development in the area of best practice/high yield strategies in teaching math . Ex: Train math teachers in Conceptual Building Blocks (With Debbie Thompson)	Increased proficiency as measured by local, state and national assessments Walk-through data		
Objective 2 Proficiency: By 2019, BEHS will increase proficiency in reading amongst Disability w/IEP from 5.4% to 12% as measured by the ACT. *See also the strategies and activities in the Proficiency Goal listed previously. Those also apply to Gap group goals.	KCWP 5: Design, Align and Deliver Support Inability to meet benchmark requires remediations. KCWP 4: Review, Analyze and Apply Data	BEHS will offer a rigorous Math and Reading Lab courses for those students not meeting the ACT math benchmark. Students will be reassessed using the ACT and CERT exams. There will also be an intentional focus in this course of bringing those novice/apprentice scorers up to proficiency.	Number of students achieving benchmark status on ACT.	Counselors and CCR Coach will monitor student progress.	
		Freshmen students in the bottom 10%, according to their 8th grade math MAP scores, will be identified and placed	Common assessment scores in courses, CERT composite score	Counselors and CCR Coach will monitor student progress.	

4: Graduation rate

Goal 4 (State your Graduation Rate goal):
 Increase overall graduation rate from 94.8% to **96.6%** in 2020.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase graduation rate of FRL gap from 86.4% to 95.0_%	KCWP 1: Design and Deploy Standards Our grad rate has been strong but we always want to set high standards and learn from others.	Highly qualified teachers from across BCPS collaborate on district-wide CTE teams to align curriculum and share strategies, preparation for EOPs	Increased pass rate on industry certifications.	Admin will monitor through PLC notes and walk-through data	
Objective 2 Increase graduation rate of Disability w IEP gap from 79.3% to 85% (State cut score is 85%)	KCWP 5: Design, Align and Deliver Support Gap group populations have barriers to success that exist outside the academic realm, thus we have plans for social, emotional supports.	ESS Learning Labs and Friday School will be offered after school 4 days per week to all students struggling in their regular math, English, and science classes. During ESS, teachers are able to answer questions in a smaller group setting as well as reteach content missed during the regular school day.	Number of students participating in ESS after school program	Monitored by ESS Coordinator and Teachers.	ESS Funds based on Hourly Wage
		Addition of Youth Service Center will be a boon to reaching our vulnerable students. YSC will work in coordination w/Admin and counselors to identify at risk	Number of students served by YSC, attendance data, moving students off P to G list	Admin/counselors/YSC/CCR Coach Monitor 'Hot List' to track interventions with each student and the success.	

		students and develop a system of supports and interventions as needed for each student.			
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Data indicates an uptick in minor behaviors. (Profanity, cell phone infractions, etc.) A re-tooling of PBIS and recreation of our discipline matrix will assist in creating a culture of learning and “caught being good” vs. a culture of “gotcha”.</p>	<p>PBIS Retooling -- PBIS has waned in the past years. We will retool and reestablish with a new committee, guidance from Jo Craven at PBIS-EKU. We look to modernize our system of “catching students doing well” to a scanning system and revitalize our communicated expectations for teachers and students.</p>	<p>Increase in students recognized for good behavior, decrease in off-task or misbehaviors</p>	<p>Monitoring through behavior data collection both via IC, google forms and PBIS. Will happen with PBIS committee, admin, counselors and ILT.</p>	
		<p>PBIS committee will re-evaluate the current discipline matrix to include recognition as well as disciplinary action</p>	<p>Increase in students recognized for good behavior, decrease in off-task or misbehaviors</p>		
		<p>BEHS will incorporate the “Why Try” program into our study skills classes (and will look to embed into Health/PE and/or Houses) as a means of reaching students who are looped in a cycle or poor decision-making, helping them to think through decisions and consequences, both positive and negative</p>	<p>Increase in students recognized for good behavior, decrease in off-task or misbehaviors</p>		

5: Growth

Goal 5 (State your Growth goal):
 N/A This goal applies to elementary and middle schools only.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment</p>	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

6: Transition Readiness

Goal 6 (State your Transition Readiness goal):

Increase the percentage of ALL students who are Transition Ready (CCR) from 82.4% to 88% by 2021. (State provides no delivery target, only a cut score of 41)

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of FRL gap students who are Transition Ready (CCR) from 72.8% to 77 % by 2019.	KCWP 5: Design, Align and Deliver Support	School Counselors, CCR Coach, and instructors within the FLEX classrooms will monitor student progress in credit recovery classes and meet with individual students weekly to mentor, encourage, and support students in their progress.	State data.	Credit tracking in Edgenuity and progress monitoring by counselors, CCR coach, and Flex teachers.	
Objective 2 Increase the percentage of IEP gap students who are Transition Ready from 55.6% to 61% by 2019.		Addition of Youth Service Center will be a boon to reaching our vulnerable students. YSC will work in coordination w/Admin and counselors to identify at risk students and develop a system of supports and interventions as needed for each student.	Number of students served by YSC, moving students off P to G list	Admin/counselors/YSC/CCR Coach Monitor 'Hot List' to track interventions with each student and the success. Weekly ILT meeting will update.	
		BEHS will continue to expand its focus and offerings of early college opportunities such as Advanced Placement courses and dual-credit course offerings, CTE dual-credit course offerings, develop new career	Total number of students enrolled in AP and dual credit offerings, enrolled in new pathways, and	BCPS College and Career Handbook	

		pathway options, and authentic real-world experiences such as co-op, apprenticeships, internships, and job shadowing opportunities.	involved with real-world experiences.		
		Highly qualified teachers from across BCPS collaborate on district-wide CTE teams to align curriculum and share strategies, preparation for EOPs	Increased pass rate on industry certifications.	Admin will monitor through PLC notes and walk-through data	
		BEHS will intentionally place CTE teachers with community employers to create lesson plans based on Career and Technical EOP Skill Standards, Program of Studies. This will enrich connections to the community, explore community centered curriculum, and provide a network with employers and educators to create inspired learning opportunities.	Professional Development Hours Lesson Plans which includes industry partners involved in process Increased community involvement		

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

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Objective 1					
Objective 2					