

# Douglas County School System Strategic Plan 2016-2019

Board Approved - April 9, 2018

## BACKGROUND

The Douglas County School System's strategic plan is built upon the following Mission, Vision, and Beliefs:

**MISSION:** To provide a quality education for all students in a safe, supportive environment.

**VISION:** To build a community of lifelong learners who become responsible individuals, independent thinkers, and productive citizens.

**BELIEVE** that we must...

- Understand how children and adults learn and continue learning
- Build communities of lifelong learners
- Cultivate the leadership potential of every employee, student, and parent in our school system
- Be creative, energetic visionaries who respond quickly to diverse and evolving issues
- Meet the needs of our stakeholders (students, parents, employees and community)
- Maintain efficient and effective administrative processes for instruction, operations, human resources and sound fiscal management

### Three high-level Strategic Goals guide all district operations:

#### *DISTRICT STRATEGIC GOALS:*

- To improve community engagement and involvement in district initiatives and decision-making
- To enhance and improve school district communication strategies and practices
- To provide a challenging, comprehensive instructional and curricular program for all learners
- Resources

## STRATEGIC PLANNING TEAM

### Defining Themes, Objectives, Outcomes, Approach & Action Steps

District leadership appointed a Strategic Planning Team (**Appendix A**) to analyze district performance data, results of the group SWOT analyses, the district-wide online survey, the district's internal 2015 Stakeholder Survey conducted by Hanover Research, financial data, and other critical data points (**Appendix B**).

Through a series of meetings, the Strategic Planning Team reviewed a wide range of information and engaged in extensive dialogue to begin framing the components of the Strategic Plan. These discussions considered the various challenges associated with addressing specific priorities, including available resources. Each team member contributed ideas that helped hone the analysis into Strategic Themes that will serve as the foundation of the plan. Through a consensus-building exercise, the Planning Team identified four Strategic Themes:

**Communication**

**Community**

**Resources**

**Teaching & Learning**

These Strategic Themes represent the four areas targeted for improvement by the Strategic Plan. Each team member was assigned a specific theme, and the four resulting groups began working to identify Performance Objectives, Measurable Outcomes, Strategic Approaches and Action Steps. An example of one piece of this exercise is included in **Appendix C**. This process involved hours of in-depth reflection and honest dialogue to begin shaping the key components of the Strategic Plan. In crafting a truly effective Strategic Plan, the intent is not to compile as many goals and initiatives as possible, but to methodically identify and target the most essential district needs and priorities. This refined approach establishes commitment from district leadership to work toward truly attainable outcomes, and ensures viability of the resulting Strategic Plan.

## THE STRATEGIC PLAN

Pages 8-16 present the specific Performance Objectives, Measurable Outcomes, Strategic Approaches and Action Steps as determined by the Strategic Planning Team. The **Douglas County School System Strategic Plan 2016-2019** is the result of a comprehensive development process involving all district stakeholders. The plan provides a clear course of action to guide the district for the next three years, with measurable, attainable outcomes focused on improving areas of most critical need. To assist the district in effectively communicating the plan, the Performance Objectives and Measurable Outcomes have been condensed into a single-page document provided as **Appendix E**.

### COMMUNICATION

STRATEGIC THEME	PERFORMANCE OBJECTIVE	MEASUREABLE OUTCOMES	STRATEGIC APPROACH and ACTION STEPS	OWNER	TIMELINE
Communication	The school system will have a comprehensive communication plan that implements strategies to provide effective communication with all stakeholders.	<ul style="list-style-type: none"> <li>Improve perceptions of communication across the district by survey and CCRPI Climate Star results.</li> <li>Stakeholder feedback.</li> <li>Increase community awareness of events, student progress, initiatives and purposes.</li> </ul>	<ul style="list-style-type: none"> <li><b>Provide an internal district calendar.</b> <ol style="list-style-type: none"> <li>Develop rules and implement an <u>internal calendar</u> to coordinate district-wide meetings and events.                             <ol style="list-style-type: none"> <li>Create a district calendar indicating all district meetings and events – Facilitron.</li> <li>Share calendar access with all school and district administrators (completed March 1, 2018).</li> <li>Identify person(s) responsible for updating / maintaining the calendar – Debbie Edwards @ CO.</li> <li>Create expectations for communication of meetings / events by all departments – School-based personnel.</li> <li>Communicate expectations to all department heads.</li> <li>Conduct monthly audit of calendar and identify any departments that are not communicating meetings / events.</li> </ol> </li> </ol> </li> </ul>	Communications Department and Professional Development	July 2018
			<ul style="list-style-type: none"> <li><b>Update school and district websites regularly.</b></li> </ul>	Communication Department	July 2018

STRATEGIC THEME	PERFORMANCE OBJECTIVE	MEASUREABLE OUTCOMES	STRATEGIC APPROACH and ACTION STEPS	OWNER	TIMELINE
		<ul style="list-style-type: none"> <li>• Increase community participation in events.</li> </ul>	<ul style="list-style-type: none"> <li>A. Provide timely monitoring of school websites to ensure that information is current and updated.                             <ul style="list-style-type: none"> <li>1. Compile a list of person(s) responsible for websites at each school, each department, and overall district.</li> <li>2. Ensure appropriate people have access to website(s) at the applicable level for the work they are responsible for doing.</li> <li>3. Develop a checklist to guide the review of the website(s) at the various levels.                                     <ul style="list-style-type: none"> <li>a. Schedule meeting(s) with school / district website personnel to review the checklist, discuss effective websites, and identify barriers.</li> </ul> </li> <li>4. Establish date for all website (school, department, and district) updates, cleanup, and revisions.</li> <li>5. Collect signed copies of checklist from each person responsible for websites.</li> </ul> </li> <li>• <b>Develop an external district calendar of events to be included on the DCSS home page.</b> <ul style="list-style-type: none"> <li>A. Create process for schools to share upcoming public events on a monthly basis.                                     <ul style="list-style-type: none"> <li>1. Identify date each month that all school / district public events are submitted and/or entered into the district calendar.</li> <li>2. Communicate expectations / process to all school and district administrators.</li> </ul> </li> <li>B. Develop event calendar located on the DCSS home page.</li> <li>C. Identify person responsible for maintaining calendar and obtaining events from schools.</li> <li>D. Establish monthly monitoring process to ensure the website calendar is accurate and up to date.</li> <li>E. Weekly Blast – bidirectional – similar to superintendent blast</li> </ul> </li> </ul>	<p>Communications Department</p>	<p>July 2018</p>







STRATEGIC THEME	PERFORMANCE OBJECTIVE	MEASUREABLE OUTCOMES	STRATEGIC APPROACH and ACTION STEPS	OWNER	TIMELINE
			<ul style="list-style-type: none"> <li>e. Develop a strategic plan w/ action steps to strengthen support services from all external and internal entities to meet the needs of DCSS students</li> <li>C. Coordinate programs that support student social, emotional, academic, and health needs <b><u>between internal departments at the district and school level.</u></b> <ul style="list-style-type: none"> <li>a. Meet with all district level personnel affiliated with student support services (e.g., Title I, Special Education, EL, 504, RTI, SST)</li> <li>b. Establish timeline for group to develop the following:                             <ul style="list-style-type: none"> <li>(1) Roles / responsibilities for each group / department and persons within the department.</li> <li>(2) Communication flowchart between departments and to/from schools.</li> <li>(3) Gap analysis.</li> <li>(4) Plan for improving coordination of services, communication, and closing the gap.</li> </ul> </li> <li>c. Share information and prepared documents with school administrators and appropriate school personnel.                             <ul style="list-style-type: none"> <li>(1) Ask for input, feedback and suggestions.</li> </ul> </li> </ul> </li> <li>3. Organize a service provider/agency fair                             <ul style="list-style-type: none"> <li>a. Schedule service provider fair to share resources books, flowchart of communication, etc.</li> </ul> </li> </ul>	<p>Asst. Superintendent Student Services</p>	<p>June 2019</p>

STRATEGIC THEME	PERFORMANCE OBJECTIVE	MEASUREABLE OUTCOMES	STRATEGIC APPROACH and ACTION STEPS	OWNER	TIMELINE
			<ul style="list-style-type: none"> <li>• <b>Student needs analysis conducted periodically to identify specific needs of students that may present barriers to academic success, to more strategically match services to student needs.</b></li> <li>A. Conduct a needs analysis to identify unmet students' needs that interfere with their potential school success                             <ol style="list-style-type: none"> <li>1. Develop a committee of internal stakeholders (representatives from the following groups: HS students, paraprofessionals, teachers, assistant principals, principals, district personnel, parents, and business partners)</li> <li>2. Schedule ½ day meeting(s) to review data, conduct needs assessment of educational services, identify groups of unsuccessful students, and discuss support provided to these groups.</li> </ol> </li> <li>B. Based on identified student needs, coordinate external sources of services and programs through collaboration between Special Education, Title I, Student Support and Student Services.</li> </ul>	<p>Chief Academic Officer &amp; Asst. Superintendent Student Services</p>	<p>September 2018</p>
<p><b>Community</b></p>	<p>The school system will promote and practice shared responsibility through engagement among stakeholders</p>	<p>Increase engagement of all stakeholder groups as measured by engagement surveys, participation in Partners in Education,</p>	<ul style="list-style-type: none"> <li>• <b>Superintendent Engagement Committees for parents/community, teachers, and students</b></li> <li>A. Create stakeholder groups that will meet monthly or quarterly with the school superintendent</li> </ul>	<p>Community Relations and Director of Advocacy</p>	<p>July 2018</p>

STRATEGIC THEME	PERFORMANCE OBJECTIVE	MEASUREABLE OUTCOMES	STRATEGIC APPROACH and ACTION STEPS	OWNER	TIMELINE
	for achieving district goals.	participation in Principal for the Day, Teacher for the Day, School Councils and/or PTSA, PTSO, DCSS Listens	<ol style="list-style-type: none"> <li>1. Identify stakeholder groups and frequency of meetings (e.g., TOTY from each school, Student Advisor, Parent, Business, Clergy)</li> <li>2. Obtain a list of references / suggestions from school / district administrators</li> <li>3. Schedule meeting dates</li> <li>4. Send out invitations</li> </ol> <p>B. Invite members of the various stakeholder groups to sign up for Teacher for the Day, Principal for the Day, School Councils, PTSO, and other opportunities (e.g., open car doors in morning or afternoon, classroom reader, career days, mentors, lunchroom monitors)</p> <ol style="list-style-type: none"> <li>1. Identify person to coordinate stakeholder volunteers, dates, school sites, inform school administrators, etc.</li> <li>2. Determine how thank you notes to the stakeholder volunteer or recognition of the volunteers will be handled.</li> </ol>		
<b>Community</b>	The school system will actively involve parents and caregivers, inclusive of all diverse groups, in the education of their students.	Increase parent and caregiver satisfaction as measured by the Star Climate Rating Report for each school.	<ul style="list-style-type: none"> <li>• <b>Create a District Parent Engagement Committee</b></li> <li>A. Conduct a Parental Engagement Study to identify barriers to parental engagement.               <ol style="list-style-type: none"> <li>1. Schedule Focus Group Meetings to discuss Parent Engagement.                   <ol style="list-style-type: none"> <li>a. Utilize scheduled meetings: PTSO, Title I, Teacher Professional Learning, Student Councils, District Stakeholder to collect information.</li> <li>b. Compile information by most common responses</li> </ol> </li> </ol> </li> <li>• <b>Develop a District Parental Engagement Action Plan</b></li> </ul>	Asst. Superintendent Student Services	May 2018

STRATEGIC THEME	PERFORMANCE OBJECTIVE	MEASUREABLE OUTCOMES	STRATEGIC APPROACH and ACTION STEPS	OWNER	TIMELINE
			<p>A. Develop a Parental Engagement Action Plan in collaboration with the Parent Engagement Committee that is based upon the results of the Parental Engagement Study</p> <ul style="list-style-type: none"> <li>• <b>Provide professional development to all teachers and support staff in the area of parental and community engagement.</b></li> </ul> <p>A. Develop and deliver professional learning activities for teachers and support staff focused on building relationships and encouraging active engagement with parents and families</p> <ol style="list-style-type: none"> <li>1. Expand upon the phone protocols for school personal (page 11) with expectations / protocols for welcoming parents, communicating with parents, etc.</li> <li>2. Utilize the “SERVE” acronym as a motto for creating a welcoming ethos for all stakeholder groups               <ol style="list-style-type: none"> <li>a. S – smile and speak</li> <li>b. E – engage</li> <li>c. R – respect</li> <li>d. V – value</li> <li>e. E – extend thank you</li> </ol> </li> <li>3. Communicate SERVE expectations to all school administrators and charge them with communicating the expectation to their staffs.</li> <li>4. Develop or purchase professional learning videos (short, engaging) on effective customer service that can be used for training identified staff members.</li> </ol>	<p>Chief Academic Officer &amp; Asst. Superintendent Student Services</p>	



			<p>group and all content areas – Audit is complete for math.</p> <ol style="list-style-type: none"> <li>2. Have grade level committees present their findings and recommendations to the school principals for their grade level.             <ol style="list-style-type: none"> <li>a. Seek feedback and consensus on recommendations for consistent use of instructional resources across grade level groups.</li> </ol> </li> <li>3. Make purchases and/or allotments of identified resources at each grade level across all schools.</li> <li>4. Survey school principals to determine professional learning needs for identified resources.             <ol style="list-style-type: none"> <li>a. Schedule professional learning on instructional resources based on principal surveys.</li> </ol> </li> </ol>		Ongoing
<b>Resources</b>	The school system will recruit and retain highly qualified and high-performing staff in all areas.	<ul style="list-style-type: none"> <li>• Number/percentage of staff with appropriate credentials</li> <li>• Number/percentage of staff reporting job satisfaction monthly/yearly</li> <li>• Identify and decrease turnover of highly qualified staff in all areas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hire and retain a diverse, highly qualified, and high performing workforce</b> <ol style="list-style-type: none"> <li>A. Monitor and maintain 100% HQ certified staff</li> <li>B. Actively recruit a diverse, highly qualified staff.                 <ol style="list-style-type: none"> <li>1. Attend job recruitment fairs at local colleges and universities.</li> <li>2. Meet with student teachers assigned to DCSS to encourage applications for positions.</li> <li>3. Utilize a procedure / process for communicating with school leaders about potential openings, quality applicants, effective student teachers, etc.</li> <li>4. Continue district job fair for certified staff.</li> </ol> </li> <li>C. Monitor and maintain accepted industry certification credentials for classified staff.</li> </ol> </li> </ul>	Assistant Superintendent of Personnel & Policy	May 2018

			<ol style="list-style-type: none"> <li>1. Audit industry certification credentials.</li> <li>2. Provide guidance on certification to classified staff members needing to update and/or upgrade certification.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Mixed method research to identify levels of job satisfaction among employees</b></li> </ul> <ol style="list-style-type: none"> <li>A. Schedule staff surveys on job satisfaction for January 2019.             <ol style="list-style-type: none"> <li>1. Disaggregate survey data by school, grade groupings, teacher tenure, and district.                 <ol style="list-style-type: none"> <li>a. Identify trends / patterns across data</li> <li>b. Incorporate survey data into school leader evaluations and/or conferences.</li> </ol> </li> <li>2. Schedule Focus Group Interviews with various groups of teachers to delve deeper into negative survey data patterns and trends.                 <ol style="list-style-type: none"> <li>a. Conduct non-threatening grade level focus group interviews (elementary, middle, high).                     <ol style="list-style-type: none"> <li>(1) Gather input on the root causes of the negative survey items</li> <li>(2) Compile information from focus groups and develop a plan to address areas of concern.</li> </ol> </li> <li>b. Conduct exit interviews with highly effective certified staff members to determine reason for leaving and establish a positive option of returning to DCSS.</li> </ol> </li> </ol> </li> </ol>		January 2019
<b>Resources</b>	The school system will effectively manage fiscal resources.	<ul style="list-style-type: none"> <li>• Alignment of system expenditures to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify and prioritize fiscal resources allocation</b></li> </ul> <ol style="list-style-type: none"> <li>A. Critical analysis of rationale regarding expenditure categories</li> </ol>	Superintendent & Chief Financial Officer	January – July 2018

		identified prioritized needs			
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**TEACHING AND LEARNING**

STRATEGIC THEME	PERFORMANCE OBJECTIVE	MEASUREABLE OUTCOMES	STRATEGIC APPROACH and ACTION STEPS	OWNER	TIMELINE
Teaching & Learning	The school system will demonstrate increased academic growth as measured through student growth percentiles resulting from implementing state standards with fidelity.	<ul style="list-style-type: none"> <li>Increase student growth on Common District Assessments, End of Grade, End of Course, and End of Pathway Assessments</li> <li>Increase in CCRPI scores - specifically Content Mastery, Progress Points, Achievement Gap, and Graduation Rate</li> </ul>	<ul style="list-style-type: none"> <li><b>Focused work to improve student learning in math to include emphasis on the implementation of the standards of mathematical practice</b> <ul style="list-style-type: none"> <li>A. Analyze data to identify schools with highest math performance. Analyze the data for all students and the demographic groups of ED, EL, and SWD.                             <ol style="list-style-type: none"> <li>Meet with identified math teachers, math department chairs, math administrators from schools with high math performance to determine instructional strategies, utilized resources, time allotted to math instruction, etc.</li> <li>Develop list of strategies, resources, etc. from the meetings and determine commonalities.</li> <li>District curriculum experts will review the commonalities with a representative group of school administrators to identify effective instructional expectations for math.</li> </ol> </li> </ul> </li> </ul>	Chief Academic Officer	After GMAS

			<ul style="list-style-type: none"> <li>4. District expectations for math instruction will be codified and communicated to all schools within the grade level groups.</li> <li>5. Professional learning will be scheduled to support the implementation of the identified district strategies, resources, etc.</li> <li>B. Form curriculum teams of highly effective teachers for each grade level (Groups of 4 are ideal) to analyze district curriculum and establish consistency across schools.             <ul style="list-style-type: none"> <li>1. Schedule ½ day or full day meetings with each team group (K-2) (3-5) (6-9) (9-12).                 <ul style="list-style-type: none"> <li>a. Review all district curriculum documents with the teams.</li> <li>b. Identify documents that need to be developed and documents needing revisions (e.g., curriculum maps, common district assessments, benchmarks).                     <ul style="list-style-type: none"> <li>(1) Include an analysis of district assessments.</li> <li>(2) Review expectations for use of district assessment data.</li> </ul> </li> <li>c. Schedule time for team members to develop and/or revise documents during the summer of 2018.                     <ul style="list-style-type: none"> <li>(1) Provide stipends to teachers for their summer work</li> <li>(2) Communicate and train all math teachers and school administrators on district curriculum documents during pre-planning of 2018-19 school year.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Chief Academic Officer</p>	<p>After GMAS</p>
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			<p>d. Establish and monitor support for implementation of curriculum materials in each school</p> <ul style="list-style-type: none"> <li>• <b>Focused work to improve student learning in ELA</b> <ul style="list-style-type: none"> <li>A. Repeat all above steps identified for Math with ELA curriculum</li> </ul> </li> <li>• <b>Develop a clear understanding of new science standards.</b> <ul style="list-style-type: none"> <li>A. Determine level of understanding of new standards by science teachers.                             <ul style="list-style-type: none"> <li>1. Survey teachers, conduct focus group interviews, or schedule meetings with science teachers at various grade levels to identify their level of understanding and implementation of the new science standards.</li> <li>2. Plan and implement professional learning for science teachers on new standards, science phenomena, inquiry science instructional strategies.</li> </ul> </li> <li>B. Once professional learning is completed, begin process of curriculum groups to develop and review science curriculum documents.</li> </ul> </li> <li>• <b>Develop a clear understanding of new social studies standards.</b> <ul style="list-style-type: none"> <li>A. Determine level of understanding of new standards by social studies teachers.                             <ul style="list-style-type: none"> <li>1. Survey teachers, conduct focus group interviews, or schedule meetings with social studies teachers at various grade levels to identify their level of understanding and implementation of the new social studies standards.</li> </ul> </li> </ul> </li> </ul>	<p>Chief Academic Officer</p>	<p>After GMAS</p>
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			<ol style="list-style-type: none"> <li>2. Plan and implement professional learning for social studies teachers on new standards, GaDOE Teacher notes, Curriculum maps, etc. for all levels.</li> <li>B. Once professional learning is completed, begin process of curriculum groups to develop and review social studies curriculum documents for all levels.</li> </ol>		
<b>Teaching &amp; Learning</b>	The school system will provide streamlined access to instructional resources and information for students, parents, guardians and teachers.	<ul style="list-style-type: none"> <li>• Increase student growth on Common District Assessments, End of Grade, End of Course, and End of Pathway Assessments</li> <li>• Increase in CCRPI scores - specifically Content Mastery, Progress Points, Achievement Gap, and Graduation Rate</li> <li>• LMS/AMS stakeholder satisfaction survey results</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implementation and utilization of EnGrade.</b> <ol style="list-style-type: none"> <li>A. Provide clear and consistent communication to all stakeholders throughout the implementation and utilization of the EnGrade.</li> <li>B. Provide initial and ongoing training and support throughout the implementation and utilization of the Engrade.</li> </ol> </li> <li>• <b>Provide site-based, job-embedded professional learning to support and improve student achievement.</b> <ol style="list-style-type: none"> <li>A. Develop a district professional learning plan on how to provide professional learning support at school sites.                             <ol style="list-style-type: none"> <li>1. Identify school needs in the areas of curriculum, assessment, and instruction.</li> <li>2. Prioritize needs as aligned to district strategic plan and communicate PL focus / support to school and district leaders.</li> <li>3. Provide PL to school personnel that is job-embedded and site based.</li> <li>4. Collect data on effectiveness of PL and use the data to refine and improve support.</li> <li>5. Present analyzed data to school superintendent</li> </ol> </li> </ol> </li> </ul>	Chief Academic Officer	May 2018

## Strategic Planning Team

<u>TEAM MEMBER</u>	<u>TITLE</u>	<u>LOCATION</u>
Trent North	Superintendent	Central Office
Dr. Sherritta Abell	Principal	Annette Winn Elementary
Dawn Taylor	Principal	Winston Elementary
Darron Franklin	Principal	Turner Middle
Nathan Hand	Principal	Alexander Hill High
Dr. Stefanie Cospers	Coordinator - Assessment	Central Office
Cheryl Handley	Executive Director – Special Education	Central Office
Dr. Michelle Ruble	Assistant Superintendent - Personnel and Policy	Central Office
Greg Denney	Chief Financial Officer	Central Office
Kwame Carr	Assistant Superintendent - Operations	Central Office
Renee Davis	Assistant Superintendent - Student Services	Central Office
Wiley Dailey	Area Executive Director	Central Office
Angela Carter	Area Executive Director	Central Office
Melanie Manley	Area Executive Director	Central Office
Dr. Rhonda Baldwin	Executive Director - Professional Learning	Murray Educational Center
Todd Hindmon	Executive Director - Technology	Central Office
Pam Nail	Chief Academic Officer	Central Office
Lisa Dunnigan	Executive Director – Title I	Central Office
Nell Boggs	Communications	Central Office
*Team Members Revised 2018-2019 School Year		

