

## CHAPTER 5

# SCHOOLWIDE ACTION PLAN

**GREEN  
ENERGY**

Learning about sustainable fuel



**SKYLINE HIGH SCHOOL  
APRIL 25-28, 2016**

**Area of Improvement: Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility. Increase social, emotional, and health supports for students.**



**Root Cause Analysis:** (According to data from SQR, Extended Site Visits, Instructional Rounds, Observations and Feedback):

1. Although the SQR identified a decrease in the number of students truant and the number of students “cutting” class; there remains a fraction of the student population that is consistently truant, referred for negative behavior and/or suspended (in school/out of school suspension).
2. There are a limited number of opportunities for academic and behavioral interventions. The implementation of interventions took a back seat with the numerous changes in site administration. Skyline recognizes the need to build on and expand intervention services for students receiving failing grades, excessive truancy, and who require behavior/emotional supports.

**SLO(s) Addressed:**

- Be responsible, mature, self-advocating young adults who have solid organizational and study skills
- Embrace a healthy and fit lifestyle

**Student Learning Goals:**

1. Maximize student learning by ensuring students are on class on time and remain in class for optimal seat time by decreasing our truancy rate/chronic absences
2. Increase graduation rate by (10%) through use of data to identify students in Tier 1, Tier 2 and Tier 3 and provide support and acceleration programs to increase graduation rate
3. Use of data in all departments to look at SRI scores, D's and F's; use Cycle of Inquiry to look at these data, individual class data and department data to adjust teaching strategies.

Performance Strengths	Performance Challenges
<p>Teachers ability to build positive relationships with our students through RJ/ community circles</p> <p>ILT teachers/department chairs have taken on lead at looking at student data with a common template as the cycle of inquiry</p> <p>Time is built into our master schedule for teacher collaboration</p> <p>There has been a decrease in truancy and tardiness</p> <p>Increased Administrator &amp; Specialist visiting classes and providing feedback.</p>	<p>Need to support our teachers in looking at student data by use of Cycle of Inquiry, identify next steps and implement next steps to improve student outcome and build stronger classroom and schoolwide communities</p> <p>Need more structure to our collaboration periods and hold each other accountable</p> <p>Expand on the collaborative work time to look at student work, assessments and grading trends to decrease the number of students with Ds and Fs. Ensure that all teachers have a common collaboration period with other teachers from their departments.</p> <p>There are still students who are chronically absent/truant and not going to class on time.</p> <p>Learning a new evaluation system and implementing it at the same time</p> <p>Need to develop positive, consistent, effective communication among all stakeholders</p> <p>Facility upgrades are necessary to ensure technology and other resources are accessible to all classrooms</p> <p>Facility upgrade to ensure the safety of all stakeholders</p>

**DATA ANALYSIS: PRIORITY #1**

Skyline will continue researching and implementing alternative assessment structures across all departments, including district benchmarks, project-based learning and alternative grading methodologies. Skyline has maintained and supported social media platforms to ensure parents and guardians have access to site information, educational resources to assist their student in attaining academic success, policies and procedures, eligibility requirements, credit recovery, and Pathways/curricular pathways information. Skyline has implemented a school-wide SST process that leads to Response-to-Intervention (RTI), 504 and/or special education referral. Also, Skyline has established an Attendance/Tardy Team, which meets to review ongoing practices, questions, positive recognition and concerns surrounding attendance/ tardy policies, practices and procedures. Additionally, Skyline has reviewed, updated and clarified existing state, district and campus attendance and tardy policies, and developed, implemented and monitored school-based attendance/tardy policies. Skyline will continue its efforts to engage parents/caregivers who do not have access to electronic media, transportation, and/or traditional communication resources, or who may be hindered by language barriers. Skyline uses the Skyline High School Site Council to bring together all parent support groups (PTSA, CPASS, Performing Arts Boosters, Beautification Committee, ROTC Booster, etc.) to ensure that all parent support groups understand and are promoting the goals and objectives to the WASC Action Plan. Each teacher shall use the first days of school (number to be determined) to train students on “The Titan Way,” focusing on expectations, Student Responsibility Matrix, attendance/tardies, behavior, etc. in a process taken from PBIS. Teachers should then model and reinforce the these expectations throughout the year. Skyline will strengthen the Academic Responsibility Matrix in consultation with the student leadership members to standardize attendance, tardy, homework and classroom work expectations from a student perspective.

**ACTION # 1: PERSONALIZATION, EQUITY, COLLABORATION & RELATIONSHIPS IN CLIMATE & CULTURE**

Teaching Practice:	Leadership Practices:	Organizational Practices:
<p>Implement and reinforce school's Tardy Plan, Attendance Protocol and Core Values of PBIS</p> <p>Review discipline data and change explicit practices to decrease the referrals and suspensions (in school and out of school). Complete referral forms in a timely manner to recommend students for additional support.</p> <p>Be in contact with families to keep them updated on their child's progress: marking period grades, daily and weekly progress reports, use of ABI and/or weekly updates via emails to families</p> <p>Ensure SST and COST referrals are completed in a thorough, timely manner.</p>	<p>Collaborate with support groups to create systems to identify our students with high needs to re-engage them with school (AAMA, LMB, COST, Youth Center, Reading Intervention, Atlas Advisory, SST, 504, SPED) and meet with students' families to share with them support services</p> <p>Collaborate with Department Chairs for updates, success, and challenges with parent contact.</p> <p>Keep abreast of meeting schedules and confirm all members of the SST are notified in a timely manner.</p> <p>Set funding aside to purchase awards to reward and recognize students for following the Core Values</p> <p>Work collaboratively with ILT, PBIS, and RJ teams to design lesson to explicitly teach Core Values of Excellence, Integrity and Respect</p> <p>Ensure WASC goals are available to parents and community via the Skyline website</p> <p>Schedule times for parents to use computers in the library or other identified area - Ensure district and site filters are in place.</p>	<p>Build PD and planning time into calendar for teacher collaboration to evaluate student work, assessments, grading in an effort to decrease the number of students with Ds and Fs</p> <p>Create effective policies and procedures for behavior, attendance, and classroom management. Increase assemblies to promote Skyline's PBIS Core Values</p> <p>Provide positive student incentives: class assemblies for honor roll, perfect attendance, grit, etc. Ensure Skyline's website, and social media sites are updated and current. Improve and maintain the URF process Ensure AERIES is accessible to all parents Provide AERIES training to all Stakeholders</p> <p>Review and update the SST process based on research.</p> <p>All students and staff (clerical, custodians, teachers, food services, and other support staff) will be able to identify and name key practices aligned with Core Values of Excellence, Integrity and Respect</p>

Teaching Practice:	Leadership Practices:	Organizational Practices:
<p>Build PD and/or planning time for collaborative work to look at student work, assessments and grading trends to decrease the number of students with Ds and Fs.</p> <p>Use PBIS strategies to recognize and reward point systems for students in each teacher's respective class who are doing the right thing or showing improvement</p> <p>Post our Core Values (Excellence, Integrity and Respect) in all classrooms, review and discuss the meaning of core values and demonstrate core values through adult practices as a model throughout the year.</p> <p>Use RJ/PBIS practices to build relationships with students and families and implement RJ and PBIS practices in their classrooms.</p> <p>All teachers explicitly teach core values and expectations of students.</p>	<p>Observation and Feedback</p> <p>Ensure PBIS training for staff, Informal Walkthroughs with timely feedback, regular meeting with PBIS leaders</p> <p>Include Core Values on agendas, walkthrough to ensure all classrooms have core values posted, and randomly ask student to identify core values in various classroom to ensure that the values are being addressed and for site consistency</p> <p>Provide time for PBIS and RJ Teams to meet collaborate to plan and implement professional development to improve climate and culture: students on time to class, seat time and participation</p> <p>Expand and work with the current After School Program to provide tutoring, academic support for students reading below grade level, ELL and students who have not passed CELDT by junior/ senior year;</p> <p>Provide time for our RJ and PBIS teams to hold professional development during faculty meetings and designated minimum Wednesdays</p>	<p>Professional development at the beginning of the school year to share our focus areas (Instruction and Climate) for coming school year and expectations from all staff</p> <p>Encourage our teachers to attend outside professional developments to support implementation of RJ, PBIS and SEL practices Provide the district a timeline with the necessary time to effectively implement PBIS, IB, Pathways, and intervention programs to improve culture and climate</p> <p>Share with staff our Core Values and school wide RJ, PBIS, and SEL practices</p> <p>All staff will participate in RJ, PBIS and SEL practices with positive incentives</p> <p>Core Values are posted, preached and practiced: Excellence, Integrity and Respect</p> <p>Increase the understanding of Social Emotional Learning (SEL) to increase positive relationships between students &amp; students, student to staff, and staff to staff</p> <p>Implement more researched based strategies to augment positive culture and climate</p> <p>Develop and implement a system to increase positive, consistent, effective communication to all stakeholders.</p> <p>Identify and alert district of facility needs that impede teaching and learning Request annual facility reviews Include facility needs in the SPSA</p>

## Area of Improvement: Closing the Achievement Gap by:

Increasing academic rigor, providing more intervention opportunities for students, increasing the use of academic discussion, increasing literacy skills (reading and writing) across content areas with special emphasis on ELL and underperforming students, ensure all 9th graders master basic Algebra I concepts



**Root Cause Analysis:** (According to data from SQR, Extended Site Visits, Instructional Rounds, Observations and WASC Feedback):

1. While some teachers have implemented researched based strategies to augment student engagement, there is a high need for additional student engagement strategies. Research contends that when students are engaged there is an increase in student participation, fewer students avoiding class, and higher rates of academic growth. Therefore, there is a need for a clearer understanding of the role of the ILT and more time to create a professional development program that will address this need.

2. With greater push to align with the CCSS, PD strategies have not kept up the pace with the required changes. There is a greater need for PD on strategies for academic discussions, Close Reading, structured academic controversies, data analysis, and cycle of inquiry to support teachers in implementing.

3. There is an increased need for more Admin classroom observations to ensure the implementation of CCSS across the site, identify areas of need for more student engagement, identify the implementation of PD strategies.

### **SLO(s) Addressed:**

- Become critical and creative thinkers who gather, interpret, analyze, and synthesize information, recognize significant concepts, and use logical and sound decision making processes to solve problems.
- Be responsible, mature, self-advocating young adults who have solid organizational and study skills
- Find joy in learning

**Student Learning Goals:**

1. Increase by 5% students who are reading at or above grade level as indicated by SRI reading scores
2. Use data to create greater opportunities for student success
3. Increase use of researched based literacy curriculum and instructional strategies to support the learning of needs of ELL and underperforming groups of students
4. Increase and improve student engagement through strategies for academic discussion-more student-student interaction and discussion,; teachers provide opportunities for students to analyze, discuss, and support with evidence as observed in BBCs in all classrooms
5. Increase by 5% the number of 9th grade students mastering basic Algebra I concepts
6. Common practice in use of Blackboard Configuration in all classrooms: learning target, do now, agenda, exit ticket
7. Create PD to model and support our teachers in implementing strategies to improve student-student engagement through activities such as Activators, Collaboration, Project Based Learning, Thematic Units, and Experiential Learning
8. 100% of 9th and 12th graders will complete Personalized Learning Plan
9. Reclassify 10% of our ELL student
10. Use of data in all departments to look at SRI scores, D's and F's; use Cycle of Inquiry to look at these data, individual class data and department data

Performance Strengths	Performance Challenges
<p>Based on SQR, IR and LL Rounds, there has been an increase in classroom structure to support student-student engagement and students are more engaged compared to site visit in October.</p> <p>Administration and Site Specialists are visiting classrooms to provide feedback-informally and formally</p> <p>ILT teachers/department chairs have taken on lead at looking at student data with a common template for the Cycle of Inquiry</p> <p>ELA, Math and Pathway Coaches support teachers, administrative staff, and curriculum and instruction</p>	<p>Skyline must provide PD to support teachers in having quality discussions in their classrooms with effective discussion prompts and opportunities for turn and talk, think pair share, CLOSE reading and socratic seminars-these should also be reflected in their BBCs</p> <p>Skyline needs more structure to collaboration periods and hold each other accountable because not all of our teachers are using collaboration time to do cross curricular planning and/or lesson planning or using the Cycle of Inquiry to look at data</p> <p>Skyline needs to support teachers in looking at student data, identify next steps and implement next steps to improve student outcome through PD on lesson planning (backwards planning), unit development, and cycles of inquiry</p> <p>Skyline has made limited progress towards increasing 9th grade Algebra I concepts. Skyline needs to provide PD, additional coaching support for new and struggling teachers, increase intervention opportunities, identify failing students earlier Also, Skyline must provide opportunities to train teachers to implement literacy strategies across all content areas (including P.E.)</p>

## **DATA ANALYSIS: PRIORITY #2**

### **ACTION # 2: EQUITY, RIGOR, COLLABORATION, & RELATIONSHIPS IN ACADEMIC ACHIEVEMENT**

Some classrooms implement researched based strategies, however Skyline will continue to research, create and implement more hands-on learning opportunities to increase student engagement,, alternative assessment structures, including district benchmarks, and increase project-based learning across departments in addition to reviewing the criteria for alternative grading methodologies. The AAMA group has benefited some students, however Skyline plans to expand OUSD's African American Male Initiative by coordinating curriculum designs, incorporating RJ and PBIS training for the AAMA site staff. Skyline's goal is to implement a master schedule (budget depending) that includes support classes for students who are consistently demonstrating difficulties in math and English, and for students who need extra support in AP classes. Additionally, each year Skyline will expand the College and Career Center, the Youth Center and the FRC to implement a common student/parent advisement protocol, and a school-wide celebration of students entering colleges, universities and/or career/technical schools, and implement a comprehensive process to increase the number of students completing scholarship applications and attending an annual college and career fair. Skyline is committed to ensuring that all students have a rigorous program and therefore creates opportunities during master scheduling to ensure that special needs students have full access to a rigorous curriculum, as outlined in each student's IEP. Skyline is proud of our comprehensive governance structure focusing on site-based management, teacher leadership and student leadership. We will continue to build on this structure to strengthen site relationships. The Faculty Council (FC), Instructional Leadership Team (ILT) and Administrative Team will work together to create meeting calendars, professional development schedules, staff presentation calendar and Common Grading Practices, Academic Conferences, Project- Based Learning, Thematic Units, and Experiential Learning opportunities for students.

Teaching Practice:	Leadership Practices:	Organizational Practices:
<p>Work with their respective departments (department, collaboration, Pathways) to identify common practices/ shared practices to improve student outcome based on the data analyzed from SRI scores, Ds and Fs, and common assessments, using the Cycle of Inquiry</p> <p>100% Participation in SRI administration</p> <p>100% posting of our Core Values (Excellence, Integrity and Respect) in classrooms</p> <p>Have BBCs up and make sure that there are opportunities for student engagement reflected in agenda and learning targets are measurable and standards based</p> <p>Use the cycle of inquiry to look at data to modify lessons to meet the needs of our students Identify more examples of student work that can be used for assessment</p> <p>Lesson plans have measurable learning targets with class activities aligned to the learning targets and the assessments are reflective of the learning targets</p> <p>Implement literacy strategies across all core content areas</p> <p>Implement intervention strategies, differentiated instruction, provide greater student choice, increase rigor (21st century critical thinking, investigation, problems solving skills), increase student collaboration, provide greater opportunities for student success</p>	<p>Observation and Feedback Informal Walkthroughs and timely feedback</p> <p>Track student/teacher participation in SRI assessment</p> <p>Provide time for ILT to meet collaborate, plan and implement PBIS professional development</p> <p>Ensure that professional developments are focused on teacher practices, data analysis using the Cycle of Inquiry to improve student outcomes</p> <p>Provide templates/protocols/tools to review data and share practices that will help to move our students</p> <p>Review lesson plans and provide constructive feedback</p> <p>Observation and Feedback Informal Walkthroughs and timely feedback</p> <p>Observation and Feedback Informal Walkthroughs and timely feedback Purchase researched based intervention programs Train ILT to provide PD Implement and fund more intervention classes/ programs</p> <p>Create a timeline/measurable plan of action outlining roles and due dates for implementation</p>	<p>PD on strategies for academic discussions such as Close Reading, structured academic controversy, mini-socratic seminar, turn talk, think pair share, round robin, rally coach and looking at data using the Cycle of Inquiry</p> <p>Systems are in place for SRI administration and PLPs for different grade levels Implement data trackers</p> <p>Core Values are posted, preached and practiced: Excellence, Integrity and Respect Create lessons that explicitly teach and check understanding of the SLOs and Core Values</p> <p>Share with staff our Core Values and school wide RJ and PBIS practices. Include AAMA staff in PD and site initiatives</p> <p>Align SLOs with CCSS</p> <p>Expand the promotion of College &amp; Career Readiness</p> <p>Implement systems, activities, opportunities to discuss, share, and check understanding of the A-G requirements (staff and students)</p> <p>System in place to assess/evaluate course syllabi Provide access for all stakeholders to have access to course syllabi</p> <p>Continue to work with the School Improvement Partner to support PD, mission, vision and SLOs</p> <p>Provide PD to increase opportunities for student collaboration</p> <p>Develop and implement a system for WASC Action Plan Review Include Action Plan Criteria Areas on Agenda</p>

Teaching Practice:	Leadership Practices:	Organizational Practices:
<p>Differentiate lessons using the Tiers outlined in the RTI<sup>2</sup> Plan.</p> <p>Include in the daily agenda opportunities for students to work collaboratively in groups and engage in academic discussion</p> <p>BBCs are posted prominently in all classrooms and complete with learning target, CCSS, agenda, do now, exit ticket, and homework</p> <p>Create common assessments, rubrics for grading and grading systems to increase equity.</p> <p>Access the current curriculum used with students in the AAMA program.</p> <p>Use data to drive teaching and learning</p>	<p>Develop measurable goals to access/evaluate/refine the RTI<sup>2</sup> Plan</p> <p>Create collaborative groups in master schedule for Pathways teachers to have the same planning period or teachers of the same subjects have the same planning period</p> <p>Identify key elements and expectations that administrators and teacher leaders will look for during classroom visits: teacher talk, student talk, seating arrangements, quality student-student discussions, student seat time and BBCs</p> <p>Develop measurable goals for department such as a decrease of 20% of Ds and Fs, 100% participation on SRI assessments and other district assessments and teachers' attendance at department, staff and collaborative meetings Participate in Department Meeting</p> <p>Provide resources, lesson plan support to create a holistic approach to support students in achieving academic excellence.</p> <p>Research and identify cutting edge programs that increase reading and literacy skills. Set funding aside to purchase a program to be used as intervention and support.</p> <p>Provide PD on data review, data analysis, and how to use data to create effective plans</p>	<p>Create, implement, review, evaluate a RTI<sup>2</sup> Plan</p> <p>Encourage our teachers to attend outside professional developments to support instruction in class, such as reading intervention, AP trainings</p> <p>Develop and implement a system to increase staff participation in PD Professional development at the beginning of the school year to share our focus areas (Instructional Practices, College &amp; Career Readiness, Critical Areas from WASC and Climate) for coming school year and expectations from all staff</p> <p>Create a shared space to review agendas, meeting minutes, and department updates</p> <p>PBIS Plan available, shared, implemented with timeline for review and evaluation</p> <p>Develop/implement more tutoring and intervention programs to address the gaps in Literacy and Algebra I</p> <p>Identify and purchase culturally relevant materials and resources to meet the diverse needs of all students</p> <p>Create and implement a systematic structure for data analysis Identify the types of data of data to be used Create/implement a timeline for clear delineation of required data, instructional and curricular modifications and a process for teacher evaluation in these areas</p>

**Area of Improvement: Increase the number of Pathways to ensure all students are college and career ready.**

**Root Cause Analysis:** (According to data from SQR, Extended Site Visits, Instructional Rounds, Observations and Feedback):

1. Not all students and families are aware of the various Pathways offered, nor do they understand the benefits of the programs.
2. ELL, SPED, African American and Latino students are underrepresented and there is a need for greater equity.
3. Teacher retention creates challenges with obtaining and maintaining CTE courses.

**ESLR(s) Addressed:**

- Become critical and creative thinkers who gather, interpret, analyze, and synthesize information, recognize significant concepts, and use logical and sound decision making processes to solve problems.
- Be effective communicators who can leverage technology to find and to convey information
- Be able to work in teams and to value diversity
- Be responsible, mature, self-advocating young adults who have solid organizational and study skills
- Embrace a healthy and fit lifestyle
- Find joy in learning



**Student Learning Goals:**

1. Increase the number of cohorts by 1 at each grade level in each Pathways: 10th, 11th and 12th Grade for 2016-2017 (One goal is to increase the number of sophomore cohorts to four in each Pathway)
2. Create a Visual and Performing Arts Pathway
3. Expand the existing Education Pathway to include a Community Health strand
4. Build into our master schedule a consistent and pure flow of our cohorts for all Pathways
5. Continue partnership with SAP and Berkeley City College create our 9-14 program and to increase Computer Pathways cohorts to four at the sophomore year in 2016-2017, and increase the expansion to other grade levels in the following two years. Additionally, a 9th grade "Exploratory" Computer Science elective will be offered to freshmen.

Performance Strengths	Performance Challenges
<p>Education Pathway is a Certified Linked Learning Pathway (2012)</p> <p>Pathways Directors are collecting data for certification using OPTIC to undergo Linked Learning Certification.</p> <p>Overall, students in our Pathways have higher GPAs, graduation rate and attendance.</p> <p>Collaboration time built into master schedule</p> <p>All Skyline Pathways work together to create and maintain equitable student recruitment and placement policies and practices. This allows the Pathways to meet the "at risk" student requirements for CPA grant funding.</p> <p>IR, LL Rounds and SQR indicate that there is higher student-student engagement in our Pathways classes (esp in our Green Pathway classes</p>	<p>Hiring and retaining credentialed teacher(s) who can teach CTE course(s) and core class.</p> <p>Funding to support our CTE courses and teachers.</p> <p>Conflicting professional development</p>

**DATA ANALYSIS: PRIORITY #3**

Skyline will amplify school-wide structures emanating from Linked Learning, Academic Literacy, Project Based Learning, Thematic Instruction, and Experiential Learning models. Skyline continues to stay current with researched best practices to create and implement common protocols; to ensure ALL classrooms are implementing best instructional practices that are aligned to professional development, current standards and data disaggregation.

**ACTION #3: PERSONALIZATION, RIGOR & COLLABORATION IN LINKED LEARNING EXPANSION**

Teaching Practice:	Leadership Practices:	Organizational Practices:
<p>Directors are addressing equity within each Pathway in terms of the composition of our students to meet the requirements of CPA to continue to receive funding.</p> <p>Work with their respective Pathway to identify common practices/shared practices to improve student outcome based on the data analyzed from SRI/Ds and Fs.</p> <p>Post, practice and model our Core Values (Excellence, Integrity and Respect) in classrooms.</p> <p>Teachers will implement Personalized Intensive Student Support</p> <p>Teachers collaborate with Pathway Directors three times a week to discuss instructional practices, cycle of inquiry, review data and other strategies to support our struggling students.</p>	<p>Promote and inform students and families about different Pathways during our 8th grade recruitment and school tours in the fall and winter.</p> <p>Support Pathways directors and build time into the master schedule for Pathways to meet on a regular basis; teachers in the same Pathways across different subjects will have the same collaboration time built into their daily schedule</p> <p>Create collaborative groups in master schedule; collaborative groups will have same common collaboration period</p> <p>Hold class assemblies or assemblies for Pathways directors and Pathways students to share their experiences and to recruit</p> <p>Work with LL Office and Pathways Directors to complete course sequence for Pathways</p>	<p>Core Values are posted, preached and practiced: Excellence, Integrity and Respect</p> <p>Professional development at the beginning of the school year to share our focus areas (Instruction and Climate) for coming school year and expectations from all staff</p> <p>Share with staff our Core Values and school wide RJ and PBIS practices and to ensure that the goals of the Pathways are aligned to our school wide practices</p> <p>Address equity within each Pathways in terms of the composition of our students to meet the requirements of CPA to continue to receive funding</p> <p>Develop a system that ensures greater equity in Pathways, IB, and AVID.</p> <p>Increase the number of Pathways to promote greater inclusion</p>

Teaching Practice:	Leadership Practices:	Organizational Practices:
<p>Draw upon the "Behaviors of Teaching and Learning" to guide Pathways's instructional goal setting because the BLTs are aligned to Linked Learning's best practices and certification criteria</p>	<p>Review data with Pathways directors to ensure students in our Pathways and pathways are representative of our student body</p> <p>Create time for Pathways teachers and directors to do a "deep dive" into existing pathway improvement plans and OPTIC action plans.</p> <p>Support with identifying a counselor/coordinator who will act as the liaison between Skyline High School and the community colleges</p> <p>Collaborate with Pathways directors and support them with planning for Measure N</p>	