

# **Westarea Elementary School 2014- 2016 SIP**

Westarea Elementary School  
Cumberland County School System

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# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: 2014-2016 To create a safe and caring climate that enhances learning .....	3
Goal 2: 2014-2016 To expect academic growth by all children .....	3
Activity Summary by Funding Source .....	7

## **Overview**

### **Plan Name**

Westarea Elementary School 2014-2016 SIP

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2014-2016 To create a safe and caring climate that enhances learning	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
2	2014-2016 To expect academic growth by all children	Objectives: 4 Strategies: 5 Activities: 5	Academic	\$62000

## Goal 1: 2014-2016 To create a safe and caring climate that enhances learning

**Measurable Objective 1:**

collaborate to increase positive behavior in all students to promote a safe, caring, and orderly climate by 06/10/2016 as measured by discipline referrals and student suspensions.

**Strategy 1:**

Positive Behavior Intervention System ( PBIS Committee) - School wide Reward System

Behavior Matrix visual throughout campus

School-wide PBIS Store

PBIS “Hall of Fame”

Quarterly PBIS Program Recognition

Activity - Positive Behavior Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will continue with fidelity to utilize the PBIS School wide incentive plan to recognize students using the PBIS Matrix System. Teachers will distribute mustang bucks to students who are adhering to the PBIS Matrix expectations. Students use bucks to purchase items from the PBIS store on a monthly basis. Students will be recognized on the PBIS “Hall Of Fame” bulletin board and a Quarterly PBIS Program will be held to celebrate student success.	Behavioral Support Program	09/02/2014	06/10/2015	\$2000	Title I Schoolwide	School Staff Faculty Administration

## Goal 2: 2014-2016 To expect academic growth by all children

**Measurable Objective 1:**

A 15% increase of Fourth and Fifth grade students will demonstrate a proficiency and growth on grade level standards in Math, and in English Language Arts by 06/10/2015 as measured by EOG scores.

**Strategy 1:**

Fourth & Fifth Grade Remediation by ELA and Math standards - Remediation delivered by standards based on assessment data (Benchmark and I Ready Assessments).

Benchmark assessment will be taken quarterly

I Ready Assessments will be taken after tutorial selections to differentiate instruction

Data will be used to inform and guide instructional practices for remediation groups

Title I will be used as the funding source

Administration, teachers and Instructional Coaches will monitor and adjust instructional practices

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$12400	Other, Title I Schoolwide	Tutors Teachers Instructional Coach Administration

**Strategy 2:**

Third Grade Remediation by ELA standards - Remediation delivered by standards based on assessment data (Reading 3D, RTA passages, Benchmark and I Ready Assessments).

Benchmark assessment will be taken quarterly

Reading 3D, RTA passages and I Ready Assessments will be taken after tutorial selections to differentiate instruction

Data will be used to inform and guide instructional practices for remediation groups

Proficiency on RTA passages

Title I & Remediation allocations will be used as the funding source

Tutors, Teachers, Instructional Coaches and Administration will monitor and adjust instructional practices

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped based on their performance data from Reading 3D, RTA passages, Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation small groups.	Academic Support Program	09/08/2014	06/10/2015	\$12400	Other, Title I Schoolwide	Tutors Teachers Instructional Coach Administration

**Measurable Objective 2:**

A 10% increase of Kindergarten, First and Second grade students will demonstrate a proficiency and growth on grade level standards in Reading by 05/29/2015 as measured by Reading 3 D.

**Strategy 1:**

K- 2 Grade Remediation by ELA standards - Remediation delivered by standards based on assessment data (Reading 3D and BURST Assessments).

Reading 3D assessment will be taken quarterly

BURST Assessments will be taken after tutorial selections to differentiate instruction

Data will be used to inform and guide instructional practices for remediation groups

Title I & Remediation allocations will be used as the funding source

Activity - K-2 Grade Remediation by ELA standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped based on their performance data from Reading 3D and BURST Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for ELA instruction and learning station groups.	Academic Support Program	09/08/2014	06/10/2015	\$12400	Title I Schoolwide, Other	Tutors Teachers Instructional Coach Administration

**Measurable Objective 3:**

A 15% increase of Third grade students will demonstrate a proficiency and growth on grade level standards in Mathematics by 06/10/2015 as measured by EOG scores.

**Strategy 1:**

Third Grade Math Remediation - Third Grade Remediation by ELA and Math standards - Remediation delivered by standards based on assessment data (Benchmark and I Ready Assessments)

Benchmark assessment will be taken quarterly

I Ready Assessments will be taken after tutorial selections to differentiate instruction

Data will be used to inform and guide instructional practices for remediation groups

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$12400	Title I Schoolwide, Other	Tutors, Teachers, Instructional Coach, Administration

**Measurable Objective 4:**

A 20% increase of Third grade students will demonstrate a proficiency and growth on grade level standards in English Language Arts by 06/10/2015 as measured by EOG scores.

**Strategy 1:**

Third Grade ELA Remediation - Third Grade Remediation by ELA standards - Remediation delivered by standards based on assessment data (Reading 3D, RTA passages, Benchmark and I Ready Assessments).

Benchmark assessment will be taken quarterly

Reading 3D, RTA passages and I Ready Assessments will be taken after tutorial selections to differentiate instruction

Data will be used to inform and guide instructional practices for remediation groups

**Westarea Elementary School 2014-2016 SIP**

Westarea Elementary School

Proficiency on RTA passages

Title I &amp; Remediation allocations will be used as the funding source

Tutors, Teachers, Instructional Coaches and Administration will monitor and adjust instructional practices

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$12400	Title I Schoolwide, Other	Tutors, Teachers, Instructional Coach, Administration



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Intervention Support	Staff and faculty will continue with fidelity to utilize the PBIS School wide incentive plan to recognize students using the PBIS Matrix System. Teachers will distribute mustang bucks to students who are adhering to the PBIS Matrix expectations. Students use bucks to purchase items from the PBIS store on a monthly basis. Students will be recognized on the PBIS "Hall Of Fame" bulletin board and a Quarterly PBIS Program will be held to celebrate student success.	Behavioral Support Program	09/02/2014	06/10/2015	\$2000	School Staff Faculty Administration
K-2 Grade Remediation by ELA standards	Students will be grouped based on their performance data from Reading 3D and BURST Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for ELA instruction and learning station groups.	Academic Support Program	09/08/2014	06/10/2015	\$4200	Tutors Teachers Instructional Coach Administration
Remediation	Students will be grouped based on their performance data from Reading 3D, RTA passages, Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation small groups.	Academic Support Program	09/08/2014	06/10/2015	\$4200	Tutors Teachers Instructional Coach Administration
Remediation	Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$4200	Tutors Teachers Instructional Coach Administration
Remediation	Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$4200	Tutors, Teachers, Instructional Coach, Administration

**Westarea Elementary School 2014-2016 SIP**

Westarea Elementary School

Remediation	Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$4200	Tutors, Teachers, Instructional Coach, Administration
<b>Total</b>					<b>\$23000</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-2 Grade Remediation by ELA standards	Students will be grouped based on their performance data from Reading 3D and BURST Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for ELA instruction and learning station groups.	Academic Support Program	09/08/2014	06/10/2015	\$8200	Tutors Teachers Instructional Coach Administration
Remediation	Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$8200	Tutors, Teachers, Instructional Coach, Administration
Remediation	Students will be grouped based on their performance data from Reading 3D, RTA passages, Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation small groups.	Academic Support Program	09/08/2014	06/10/2015	\$8200	Tutors Teachers Instructional Coach Administration
Remediation	Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$8200	Tutors Teachers Instructional Coach Administration
Remediation	Students will be grouped based on their performance data from Benchmark and I Ready Assessments. Data will be used to create lesson plans for small group instruction to differentiate instruction according to student's individual needs. Data will also inform and guide instructional practices for remediation groups.	Academic Support Program	09/08/2014	06/10/2015	\$8200	Tutors, Teachers, Instructional Coach, Administration
<b>Total</b>					<b>\$41000</b>	

**LEA or Charter Name/Number:** Cumberland County Schools - 260

**School Name:** Westarea Elementary School

**School Number:** 452

**Plan Year(s):** 2014-2016

**Voting:** All staff must have the opportunity to vote anonymously on the School Improvement Plan.

<b># For</b>	71
<b># Against</b>	0
<b>Percentage For</b>	100%
<b>Date approved by Vote:</b>	8/18/2014

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Year elected
Principal	Zakiyyah Backman	2012
Assistant Principal Representative	Arvita Callejas	2006
Teacher of the Year Representative	Sanuel Hilliard	2014
Inst. Support Representative	Nerrissia Kemp-Murray	2013
Teacher Assistant Representative	Tiffani Coley	2013
Parent Representative	Carolyn Lattimore	2013
SIT Chair/5th Grade Representative	Karen Knox	2013
Co. Chair/ Support Services Representative	Howard Lattimore	2013
K Representative	Charletta Fuller	2013
1st Representative	Melissa Ohls	2013
2nd Representative	Mamie Webb	2014
3rd Representative	Jennifer Remo	2014
4th Representative	Shawn Wint-Carter	2013
Resource Representative	Elaine Waters	2013
Parent Facilitator Representative	Annette Owens	2013
Office Representative	Anotine Harris	2014

Custodial Representative	Denise Holman	2013
Cafeteria Representative	Donna Martin	

**School-Based Management and Accountability Program  
Summary of School-based Waiver Requests  
Program Years: 2014-2016**

**Instructions:** Listed below is the waiver that only **Elementary Schools** have the option to request. Complete all cells that have a red border.

**LEA or Charter School Name/Number:** Cumberland County Schools - 260  
**School Name:** Westarea Elementary School

**Waivers**

General Statute §115C-105.26 permits local boards of education to request waivers of state laws, rules, or policies as part of a school improvement plan. Waiver requests shall be submitted to the State Board of Education (G.S. §115C-105.26 (a)).

Waiver requests shall:

- Identify the school making the request;
- Identify the state laws, rules, or policies that inhibit the school's ability to improve student performance;
- Outline circumstances under which the waiver may be used; and
- Explain how the requested waiver will permit the school to improve student performance.

**Allowable Waivers and Conditions**

General Statute §115C-105.26 (a) mandates that the SBE shall grant waivers only for the specific schools for which they are requested and shall be used only under the specific circumstances for which they are requested. Further sections of G.S. §115C-105.26 specify that when requested as part of a school improvement plan, the State Board of Education may grant waivers of state laws pertaining to class size.

**DPI allowable waiver (Elementary Schools only)**

1. Does your school request the following DPI waiver? (Select Yes or No from the drop-down list in red cell below)

**Allocation of Teachers: Class size - Flexibility**

Yes

2. Identify the law, regulation, or policy from which exemption is requested.

**G.S. 115C-301, (C) Class Size**

3. State how the waiver will be used.

to increase class sizes

4. State how this waiver helps achieve the specific performance goals identified in the School Improvement Plan.

students may be in larger classes due to personnel cuts

## Remediation Plan

**Instructions:** Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School:

Westarea Elementary School

Year:

2014-2016

## Description of the Plan

<p>Purpose:</p>	<p>The purpose of this plan is to provide supplemental instruction to at-risk students in order to ensure mastery objectives and specific learning goals. This goal will be achieved through our ongoing Remediation Program, in which we will offer one-on-one tutoring, small group tutoring, instructional technology support, curriculum support, and hands-on learning experiences. In addition, our remediation program will provide intensive review sessions for grade level specific skills and key assessments during the school year. All K-5 students will receive remediation/ acceleration services on a daily basis. However, a Remediation Team will target key students in grades 2-5 based upon the data from the previous NC End-of grade tests, 2nd grade assessments and current 3rd grade Pre-Assessment.</p> <p>Every K-5 classroom teacher has a block of remediation time embedded into her schedule to provide daily remediation. Our Remediation Team consists of two part-time certified/classified staff members who work five days a week. CCS School Improvement Coordinator will provide on-going support as needed. Determination of academic needs will be provided by use of Dibbles Next, Reading 3-D,I Ready (Reading and Math) BURST, and Case 21 Progress Assessments, previous Assessment Data, as well as reports and data from EVAAS (At-Risk and Projection Reports).</p> <p>We will combine resources from our Remediation funds and Title I funds to ensure the implementation of these programs. Funds will be used to purchase research-based intervention materials, and to pay remediation staff members who work to support our children.</p>
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Delivery:

All K-5 students receive remediation and acceleration opportunities within the classroom each day at the grade level designated time. Along with our daily school-wide remediation, students in grades 3-5, based on their EOG data and other assessment data collected, will participate in our Remediation Program. These students will participate in tutoring sessions based on their areas of weakness. (Push-in will also be provided by 3-5 tutors)

Our program will begin the second week of school and last for the duration of the school year (September through June).

The teachers and remediation team will use a variety of strategies in the areas of Math, Reading, and Science. Some of our strategies and resources include: BURST, Reading 3 D, I Ready (Reading & Math) Websites, Manipulative Kits, Learning Stations, Technology, hands-on labs, etc. Also, during the day, additional help is provided for identified 1st grade students by our first grade Reading tutors who conduct a daily push in-pull out program.

Delivery of Service:

During School

Dates for Remediation Program

September 2014 through June 2015

Personnel:

List the number of teachers, and tutors

All Teachers (Licensed)

All Instructional Assistants

3 Certified Remediation Tutors

2 Classified Remediation Tutor

Students Served:

All grade levels will receive remediation/ acceleration services.

**Budget Amount**

**AMOUNT**

Total Allocation:

\$41,167.20

# Budget Breakdown

## AMOUNT

Personnel:

1 Certified hourly (15) Tutors	\$22,323.92
2 Classified hourly (15) Tutors	\$17,859.14

Materials & Supplies:

Pencils, batteries, calculators, paper, folders, journals and other instructional supplies to support remediation.	\$984.14

## AMOUNT

Transportation:

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**Grand Total:** \$41,167.20



Monitoring & Evaluating Tools: *Indicate Yes or No by selecting Y or N from drop-down*

Y	PEP
Y	Student Activity Log
Y	Other (If yes, specify in the box below):
	EOG/RTAScores, Progress Reports, School Net Scores, Teacher Observations, Portfolios, EVAAS Data, MyTrak information

## Title II Plan



**Instructions:** Complete each cell highlighted in red. Refer to the SAMPLE Remediation Plan located on the next tab for examples. **(Note: To return to the next line within a cell, press and hold down the ALT key then press the Enter key.)**

School: Westarea Elementary School  
 Year: 2014-2015



### Description of the Plan

Purpose:	The purpose of this plan is to provide a detailed description of staff development expenditures.
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# Budget Amount

## AMOUNT

Total Allocation:

\$3,843.00

## Budget Breakdown

Briefly describe the title of and purpose for the staff development:

### Staff Development

1

**Data Professional Development: The purpose of this staff development is the increase the teacher's ability to use data at the end of nine weeks to improve remediation, targeted teaching as well as differentiation. The development will be held during regular scheduled hours and will cover three days (2 grade levels per day)**

### Description

### AMOUNT

Personnel:

5 substitutes total: (2) @ \$91 per day ;(3) substitutes (2) @ \$70 per day ; 1 substitute @ \$40 per half day x 3 days

\$1,296.00

Training materials:

Registration/Fees:

Travel:

Mileage/Airfare:

Lodging/Meals:

Consulting Services:

Follow up activities

Total for staff development 1:  
This cell will automatically total for you

\$1,296.00

**Budget Breakdown**

Briefly describe the title of and purpose for the staff development:

**Staff Development  
2**

**Data Professional Development: The purpose of this staff development is the increase the teacher's ability to use data at the end of second weeks to improve remediation, targeted teaching as well as differentiation. The development will be held during regular scheduled hours and will cover three days (2 grade levels per day)**

**Description**

**AMOUNT**

Personnel:	5 substitutes total: (2) @ \$91 per day ;(3) substitutes (2) @ \$70 per day ; 1 substitute @ \$40 per half day x 3 days	\$1,296.00
Training materials:		
Registration/Fees:		
<u>Travel:</u>		
Mileage/Airfare:		
Lodging/Meals:		
Consulting Services:		
Follow up activities		
	Total for staff development 2: This cell will automatically total for you	\$1,296.00

Briefly describe the title of and purpose for the staff development:

Staff Development  
3

**Data Professional Development: The purpose of this staff development is the increase the teacher's ability to use data at the end of third weeks to improve remediation, targeted teaching as well as differentiation. The development will be held during regular scheduled hours and will cover three days (2 grade levels per day)**

	<u>Description</u>	<u>AMOUNT</u>
Personnel:	5 substitutes total: (2) @ \$91 per day ;(3) substitutes (2) @ \$70 per day x 3 days	\$1,176.00
Training materials:		
Registration/Fees:		
<u>Travel:</u>		
Mileage/Airfare:		
Lodging/Meals:		
Consulting Services:		
Follow up activities		
	Total for staff development 3: This cell will automatically total for you	\$1,176.00
<b>Grand Total:</b>	<b>\$3,768.00</b>	

## District Wide Components

Duty Free Lunch	Please indicate if your School Improvement Team voted for your teachers to have a duty free lunch by indicating yes (Y) or no (N) in the box to the right.	N
Duty free planning time	Please describe approximately how much planning time your teachers have during a week: 45 minutes X 3 a week + 90 minutes x 1 day = 225 minutes weekly	
PBIS school	Please indicate if your school is currently a PBIS school by indicating yes (Y) or no (N) in the box to the right.	Y
PBIS rating from previous year	Please indicate your most recent PBIS assessment rating (Green Ribbon, Model, or Exemplar) if applicable in the box to the right:	Model
Parental Involvement	Please describe your parental involvement plan briefly (i.e. dates or frequency of parent events, P/T conferences, PTA meetings, etc.): Westarea Elementary provides quarterly Open house Parent Forums and Title I Parent Meetings to ensure our parents are knowledgeable about the schools expectations and parents/students responsibilities for our schools academic achievement and learning. An Annual Family, Partner & Community Day is held at the beginning of the year to address our parental involvement, recognize our community stakeholders and to build a collaborative and cohesive rapport for all. Through our parent forums and meetings we inform parents of district and school wide policies and procedures. We constantly encourage our parents to communicate and provide us with input through various forms (surveys, suggestion box, newsletter, and parent link) to determine areas of continuous improvement. The implementation of parent training has been very instrumental in ensuring that our parents are aware of parenting skills that will prepare their child for school and support ongoing achievement. In addition, we host such activities as Grandparents Day, Pastries for Parents, and Muffins for Moms, Veteran Day, Career Day, and Reading Across America activities, Curriculum	

	<p><b>Nights, Literacy, Math Nights, Science Nights and EOG Nights provide information regarding curriculum based instruction to increase parents/guardian knowledge, awareness and positive communication. Therefore, we strive to educate the whole child and ensure high growth for every student.</b></p>
<p>Safe and Orderly schools</p>	<p>The Cumberland County School System (CCS) has a commitment to excellence in providing a safe and healthy workplace. Safety of employees and students must be given first priority in every activity. To that end, all our employees have access to our district Safety Manual and Crisis Management Handbook on the CCS intranet. The Safety Manual is provided to help schools insure their day to day practices are in line with best safety practices, prepare for events that can be better managed with a safety plan, and outline protocols for handling potentially hazardous materials in our schools. Although a crisis is an event that is extraordinary and cannot be predicted, the Crisis Management Handbook was prepared to provide the principal and the local crisis team a quick reference guide of procedures to follow when a crisis occurs that affects the school.</p>
<p>Review of the SIP plan and notification of changes</p>	<p>As a part of our continuous improvement process, all schools create 2 year School Improvement plans. At the end of the first year of the plan and once test scores are received, the School Improvement Team will review both academic and organizational goals and make changes as needed. The superintendent's designee will be informed when the plan has been changed.</p>