

TATES CREEK ELEMENTARY **IMPROVEMENT PLAN**



SCHOOL ASSURANCE REVIEW **SCHOOL YEAR 2010-2012**

MISSION STATEMENT:

The mission of Tates Creek Elementary is for all students to learn the academic and social skills to be successful in school and later in life.

D. F. Patrick
Chairperson, School Council

February 16, 2011
Date

Kimberly Steele/Carrie Paul
Chairperson, School Planning Committee

February 16, 2011
Date

Plan Approved by the School Council:

**NOVEMBER 20, 2008; DECEMBER 18, 2008; JANUARY 15, 2009 (updated);
JANUARY 20, 2010 (updated); FEBRUARY 16, 2011 (updated)**

Date

School Council Members:

Dee Patrick, Principal	Julia Hassloch, Teacher
Dashawn Gordon, Parent	Kathryn Salyers, Teacher
Elisa Wain, Teacher	Candice Watson, Parent

Principal's Signature

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY:

PLAN SUMMARY:

This plan will focus on several areas of student achievement. Our overall goal is to increase our Accountability Index to a combined score of 105 by June 2012. We will focus on literacy and math. We will also continue to identify gap students and provide supplemental services to close the achievement gap. Teachers will continue to develop best practices to ensure success with ALL students. Student work analysis and embedded professional development will continue.

PROCESS SUMMARY:

1. *Mission Statement Development and Review*

The mission of Tates Creek Elementary is for all students to learn the academic and social skills to be successful in school and later in life. The mission statement for the school was developed when TCE was chosen as a model school and is reviewed at the opening staff meeting each school year.

2. *Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement or other comprehensive needs assessment process that was used.*

The process used to develop the 2010-2012 School Improvement Plan utilized a needs assessment derived from the 2009-2010 assessments along with a staff analysis of these scores. The professional development committee also used the needs assessment to determine professional development needs for 2010-2012. The completed plan was then presented to the SBDM Council. The Council reviewed the analysis of test scores in September of 2010. Needs were identified at this time.

3. *Priority Needs, Causes, Goals, and Objectives.*

The Staff and SBDM Council developed the priority needs, causes, goals and objectives in September 2010.

4. *Substantive achievement gaps, gap targets, and time schedule for closing the gaps.*

The SBDM Council identified substantive achievement gaps, set gap targets, and updated its time schedule for closing the gaps on October 2010. Priority was set for African-American students in Reading and Math.

5. *Review drafts of the components.*

Council has reviewed the components monthly.

6. *Review estimates and information for Section 7 requests (if any).*

N/A

7. *When the public meeting held to present the plan to the community, and who attended.*

The plan was updated at an SBDM meeting (open to the public) on February 16, 2011. Previews are scheduled monthly through I and I checks.

8. *When the revised plan was officially approved and adopted.*

The council adopted the revised plan February 16, 2011.

9. *How the plan will be evaluated, and when.*

The plan will be evaluated by monthly Implementation and Impact Checks. The plan will also be evaluated after each testing cycle.

10. **For each step listed above, what other stakeholders were involved and how? (You may include names and identify those who represent parents, teachers, other staff, other school and district stakeholders, primary parents, migrant parents, and your community's ethnic diversity.)**

Dee Patrick (Principal), Carrie Paul (AD), Amy Madon (Primary Teacher), Katie Cohen (Primary Teacher), Daniel Hill (PE Teacher), Becca Haggard (Primary Teacher), Holly McCauley (ESL Teacher), Nancy Sprague (FRC Coordinator), Rita Wimpy (Art Teacher), Ashley Faulkner (Intermediate Teacher), Tammy Castle (SPED Teacher), Deshawn Gordon (Parent), Candice Watson (Parent)

Action Component: Student Achievement / Academic

District Name Fayette County

Component Manager: AD (OR DESIGNEE) and Principal

School Name: Tates Creek Elementary

Date : February 2011

Priority Need	Goal (Addresses the Priority Need)
<p>Based on 2009 – 2010 KCCT Results TCE’s Overall Accountability Index is 91.5 with 6.95% of students scoring in the Novice category.</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> - Academic Index of 99.41 - 26% of students scored below the Proficient / Distinguished level - 45% of African American students scored below the Proficient / Distinguished level in 3rd grade, 20% of African American students scored below the Proficient / Distinguished level in 4th grade, 36% of African American students scored below the Proficient / Distinguished level in 5th grade - 42% of students receiving F/R lunch scored below the Proficient / Distinguished level in 3rd grade, 22% of students receiving F/R lunch scored below the Proficient / Distinguished level in 4th grade, 36% of students receiving F/R lunch scored below the Proficient / Distinguished level in 5th grade, <p><u>Math:</u></p> <ul style="list-style-type: none"> - Academic Index of 104.1 - 10% of students scored below the Proficient / Distinguished level - 	<p>By 2012:</p> <ul style="list-style-type: none"> - To increase TCE’s accountability index to 105 by June 2012 - To meet all NCLB targets - To meet SB 168 targets (87% of African American students at the Proficient / Distinguished level) in Reading and 81% of African American students at the Proficient/Distinguished level in Math.

- 29% of African American students scored below the Proficient / Distinguished in 3rd grade, 28% of African American students scored below the Proficient / Distinguished in 4th grade, 33% of African American students scored below the Proficient / Distinguished in 5th grade,
- 31% of students receiving F/R lunch scored below the Proficient / Distinguished at the third grade level, 22% of students receiving F/R lunch scored below the Proficient / Distinguished in 4th grade, 32% of students receiving F/R lunch scored below the Proficient / Distinguished in 5th grade

Writing:

- Academic Index of 82.6 On Demand
- 45% of all students scored below the Proficient / Distinguished level in on On-Demand writing
- 53% of males scored below the Proficient / Distinguished level on On-Demand
- 50% of African Americans scored below the Proficient / Distinguished level on On-Deman
- 46% of students receiving F/R lunch scored below the Proficient / Distinguished level

Leadership:

- Walk-throughs needed to monitor district initiatives and provide teachers with continuous feedback

Culture:

- During the 2009 – 2010 school year TCE averaged ~54 SAFE referrals per month
- During the 2009 – 2010 school year TCE had a total of 4.5 days of suspension

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> - High mobility rate - High number of student tardies and absences - Low parental involvement 	<p>By 2012:</p> <ul style="list-style-type: none"> A. TCE will continue to implement a reading plan that includes research based instructional strategies and obtain a reading academic index of 105 and decrease Novices to <10% by June 2012. B. TCE will continue to implement a math plan that includes research based instructional strategies and obtain a math academic index of 100 and decrease Novices to <15% by June 2010. C. TCE will continue to implement a writing plan that includes research based instructional strategies and obtain a writing academic index of 110 and decrease Novices to <5% by June 2012. D. Leadership- TCE will continue to implement and monitor school and district structures for success. E. Culture- TCE will continue working to decrease the number of SAFE referrals and suspensions by 10% by June 2012.

Academic / Student Achievement Component

And

Implementation & Impact Form

(2010-2012 School Years)

Component Leader: Principal / AD (OR DESIGNEE)/ Curriculum Specialist

Objective #A: Reading

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A. 1 Teachers in grades K – 2 will plan common KCCT like assessments in reading and then model and / or provide opportunities for students to either respond to Multiple Choice / Open Response questions as a group or individually as appropriate a minimum of once per month.	Implementation: This activity will be fully implemented by all staff grades K – 2.	Classroom Teachers, Curriculum Specialist, Principal, AD (OR DESIGNEE)	08/10- 06/12	-0-	N/A	I	<i>The Curriculum Specialist maintains a spreadsheet, network folder and binder for all K-2 common assessments. The principal and SBDM Council are notified of number of common KCCT-like assessments given by grade level.</i>
	Short-Term Measures of Success: The Curriculum Specialist will monitor the number of submissions of common assessments for grade levels and individual teachers along with maintaining a file on the network as well as a notebook with hard copies.						
	Long-Term Measures of Success: This will be measured by MAP reading results (increase in academic index and decrease in Novice performing students).						
A. 2 Teachers in grades 3 – 5 will plan and administer common KCCT like assessments in reading a minimum of once per month.	Implementation: This activity will be fully implemented by all staff grades 3 – 5.	Classroom Teachers, Curriculum Specialist Principal, AD (OR DESIGNEE)	08/10- 06/12	-0-	N/A	I	<i>The Curriculum Specialist maintains a spreadsheet, network folder and binder for all 3-5 common assessments. The principal and SBDM Council are notified of number of common KCCT-like assessments given by grade level.</i>
	Short-Term Measures of Success: The AD (OR DESIGNEE) will monitor the number of submissions of common assessments for grade levels and individual teachers along with maintaining a file on the network as well as a notebook with hard copies.						

	Long-Term Measures of Success: This will be measured by KCCT reading results (increase in academic index and decrease in Novice performing students).						
A. 3 Teachers in grades 3 – 5 will enter results from KCCT like reading assessments into the goal calculator.	<p>Implementation: This activity will be fully implemented by all staff grades 3-5.</p> <p>Short-Term Measures of Success: The principal and/or AD (OR DESIGNEE) will take scores and create a school academic index for reading.</p> <p>Long-Term Measures of Success: This will be measured by KCCT reading results (increase in academic index and decrease in Novice performing students).</p>	Classroom Teachers, Curriculum Specialist, Principal, AD (OR DESIGNEE)	08/10-06/12	-0-	N/A	I	
A. 4 Students that score below grade level on reading assessments administer (i.e. DRAs, MAP, KCCT Like Learning Checks, etc.) will be identified, place on a watch list and receive supplemental / intervention services (i.e. ESS, Early Success, Soar to Success, Reading Tutor, Lexia, Reading Plus, etc).	Implementation: This activity will be fully implemented for grades K – 5.	Classroom Teachers, Curriculum Specialist, AD (OR DESIGNEE) and Principal	08/10-06/12	-0-	N/A	I	<p><i>The principal oversees the assignment of instructional and non-instructional staff for intervention programs throughout the academic day.</i></p> <p><i>The AD (OR DESIGNEE) oversees the ESS program and assists principal three times a year with student/data conferences with classroom teachers.</i></p> <p><i>The Curriculum Specialist works with individual teacher/student needs as needed.</i></p> <p><i>Support staff is used to provide intervention during the instructional day.</i></p> <p><i>The principal and SBDM Council are notified of the number of students below grade level, based on K-5 MAP data.</i></p>
	Short-Term Measures of Success: Teachers will review assessment data and progress of students three times a year with AD (OR DESIGNEE) and/or Principal.						

	<p>Long-Term Measures of Success: This will be measured by MAP reading results (increase in academic index and decrease in Novice performing students).</p>						
Objective #B:Math							
<p>B.1. Teachers in grades K - 2 will plan common KCCT like assessments in math and then model and /or provide opportunities for students to either respond to Multiple Choice / Open Response questions as a group or individually as appropriate in the months of January-May.</p>	<p>Implementation: This activity will be fully implemented by all staff grades K-2.</p>	<p>Classroom Teachers, Curriculum Specialist, Principal, AD (OR DESIGNEE)</p>	<p>08/10-06/12</p>	<p>-0-</p>	<p>N/A</p>	<p>I</p>	<p><i>The Curriculum Specialist maintains a spreadsheet, network folder and binder for all K-2 common assessments. The principal and SBDM Council are notified of grade level and individual teacher totals once a month.</i></p>
	<p>Short-Term Measures of Success: The Curriculum Specialist will monitor the number of submissions of common assessments for grade levels and individual teachers along with maintaining a file on the network as well as a notebook with hard copies.</p>						
	<p>Long-Term Measures of Success: This will be measured by KCCT math results (increase in academic index and decrease in Novice performing students).</p>						
<p>B.2 Teachers in grades 3 – 5 will plan and administer common KCCT like assessments in math a minimum of once per month.</p>	<p>Implementation: This activity will be fully implemented by all staff grades 3-5.</p>	<p>Classroom Teachers, Curriculum Specialist, Principal, AD (OR DESIGNEE)</p>	<p>08/10-06/12</p>	<p>-0-</p>	<p>N/A</p>	<p>I</p>	<p><i>The Curriculum Specialist maintains a spreadsheet, network folder and binder for all 3-5 common assessments. The principal and SBDM Council are notified of the number of common KCCT-like assessments given by the grade level.</i></p>
	<p>Short-Term Measures of Success: The AD (OR DESIGNEE) will monitor the number of submissions of common assessments for grade levels and individual teachers along with maintaining a file on the network as well as a notebook with hard copies.</p>						

	Long-Term Measures of Success: This will be measured by KCCT math results (increase in academic index and decrease in Novice performing students).						
B.3 Teachers in grades 3 – 5 will enter results from KCCT like math assessments into the goal calculator.	Implementation: This activity will be fully implemented by all staff grades 3-5.	Classroom Teachers, Principal, AD (OR DESIGNEE)	08/06-06/08	-0-	N/A	I	
	Short-Term Measures of Success: The principal and/or AD (OR DESIGNEE) will take scores and create a school academic index for math.						
	Long-Term Measures of Success: This will be measured by KCCT math results (increase in academic index and decrease in Novice performing students).						
B.4 All students K – 2 will complete a minimum of 2 Success Maker Math lessons per week.	Implementation: This activity will be fully implemented by all staff grades K-2.	Classroom Teachers, Principal, AD (OR DESIGNEE)	08/10-06/12	-0-	N/A	I	<i>The principal and SBDM Council are notified of the number of the average sessions of Success Maker Math completed by grade level and teacher, as well as the average growth by grade level and teacher.</i>
	Short-Term Measures of Success: The principal or AD (OR DESIGNEE) will monitor frequency of classroom visits as well as progress.						
	Long-Term Measures of Success: This will be measured by MAP math results (increase in academic index and decrease in Novice performing students).						
B.5 All students 3 - 5 will complete a minimum of 4 Success Maker Math lessons per week.	Implementation: This activity will be fully implemented by all staff grades 3-5.	Classroom Teachers, Principal, AD (OR DESIGNEE)	08/10-06/12	-0-	N/A	I	<i>The principal and SBDM Council are notified of the number of the average sessions of Success Maker Math completed by grade level and teacher, as well as the average growth by grade level and teacher.</i>
	Short-Term Measures of Success: The principal or AD (OR DESIGNEE) will monitor frequency of classroom visits as well as progress.						
	Long-Term Measures of Success: This will be measured by KCCT math results (increase in academic index and decrease in Novice performing students).						

Objective #C: Writing							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C.1 TCE will implement a school-wide writing program. Writing specialist will model writing lessons and teachers will conduct follow-up lessons.	Implementation: This activity will be fully implemented by all staff grades K-5.	Writing Specialist, Principal, AD (OR DESIGNEE), Teachers	08/10-06/12	-0-	N/A	I	<i>The Writing Specialist continues to model writing lessons and follow-up instruction. The Writing Specialists schedule will be presented to principal and SBDM Council.</i>
	Short-Term Measures of Success: Writing Specialist will develop schedule for classroom visits according to grade level and individual teacher needs, as well as Writing Analysis days.						
	Long-Term Measures of Success: This will be measured by KCCT writing results (increase in academic index and decrease in Novice performing students).						
C.2 All teachers will participate in an analysis process of each piece throughout the year.	Implementation: This activity will be fully implemented by all staff grades K-5.	Writing Specialist, Principal, AD (OR DESIGNEE), Teachers	08/10-06/12	-0-	N/A	I	<i>The Writing Specialist has provided once a month writing analysis sessions in order to determine where teachers are instructionally as well as student performance. The principal and SBDM council will be given a writing analysis by genre which includes: strengths, weaknesses, and next steps.</i>
	Short-Term Measures of Success: Teachers along with Writing Specialist, Principal and AD (OR DESIGNEE) will analyze student work and provide written/verbal feedback for suggested next steps.						
	Long-Term Measures of Success: This will be measured by KCCT writing results (increase in academic index and decrease in Novice performing students).						

Objective #D: Science and Social Studies							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
D.1 At least one KCCT-like assessment will be administered each month and plugged into the goal calculator for an academic index in Science (4 th grade) and Social Studies (5 th grade.)	<p>Implementation: This activity will be fully implemented by all staff grades 4-5.</p>	Principal, AD (OR DESIGNEE), Curriculum Specialist	08/10-06/12	-0-	N/A	I	<p><i>Teachers are administering these assessments, putting them into the goal calculator and graphing the index results in the hallway. The principal and SBDM council will receive an individual teacher index.</i></p>
	<p>Short-Term Measures of Success: The Curriculum Specialist will monitor the number of submissions of common assessments for grade levels and individual teachers, along with maintaining a file on the network, as well as a notebook with hard copies. The principal and /or AD (OR DESIGNEE) will take scores and create a school academic index for Science and Social Studies.</p>						
	<p>Long-Term Measures of Success: This will be measured by KCCT Social Studies/Science results (increase in academic index and decrease in Novice performing students.)</p>						

Objective #E: Leadership							
Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
E.1 The leadership team will conduct student achievement conferences once during the Fall and once during the Spring to review assessment data.	Implementation: The leadership team will review data (i.e. MAP, Success Maker, Lexia) on a regular basis.	Principal, AD (OR DESIGNEE), District Staff	08/10-06/12	-0-	N/A	I	<i>The TCE leadership team has been reviewing data on a regular basis and communicating the results of the data, both for individual students, as well as the class as a whole. Discussions have been held, as well as trainings, to ensure that teachers are utilizing this data to drive their instruction.</i>
	Short-Term Measures of Success: The Leadership Team will keep record of assessment data.						
	Long-Term Measures of Success: The leadership team will monitor intervention plans and assessment data.						

**SBDM Council Reporting Timeline
(Student Achievement / Academic) Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity			A.2 A.3 A.4	A.1 A.2 A.3 A.4	A.2 A.3 A.4		A.2 A.3 A.4 B.1	A.1 A.2 A.3 A.4	A.2 A.3 A.4	A.2 A.3 A.4	A.2	A.1
			B.2 B.3	B.2 B.3 B.5	B.2 B.3 B.4		B.2 B.3 B.5	B.2 B.3 B.4	B.2 B.3 B.5	B.2 B.3 B.4	B.1 B.4 B.5	
			D.1	D.1	D.1	C.2 D.1 D.2	D.1	D.1	D.1	D.1 D.2	C.2	C.2
			E.1 F.1 G.1	E.1 F.1 G.1	E.1 F.1 G.1		E.1 F.1 G.1 G.3	E.1 F.1 G.1	E.1 F.1 G.1		E.1 F.1 G.1	G.2 G.3

Action Component: Equity

District Name: Fayette County

Component Manager: AD (OR DESIGNEE) / Principal

School Name: Tates Creek Elementary

Date : February 2011

Priority Need	Goal (Addresses the Priority Need)
TCE needs to ensure all students are performing successfully in social and academic areas.	By June 2012: <ul style="list-style-type: none"> - Ensure all students are socially and academically successful. - To increase TCE's accountability index to 105 by June 2012 - To meet all NCLB targets - To meet SB 168 targets (87% of African American students in Reading and 81% in Math of African American students at the Proficient / Distinguished level).

Causes and Contributing Factors	Objectives with Measures of Success
<ul style="list-style-type: none"> - High mobility rate - High number of student tardies and absences - Low parental involvement 	By June 2012: <ul style="list-style-type: none"> - Target all students working at-risk of failing academically or socially and implement a plan to monitor progress and assist them in being successful.

Equity Component And Implementation & Impact Form

(2010-2012 School Years)

Component Leader: Leadership Team

Objective #F: Student Success

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
F.1 The TCE SSC shall provide case management and social skills instruction for students identified as at risk for social and/or academic failure.	<p>Implementation: The Student Success Committee will meet bi-weekly throughout the academic school year to discuss interventions and next steps for students with SAFE and/or teacher referrals to program.</p> <p>Short-Term Measures of Success: Data will be reviewed by SSC committee weekly and SBDM monthly to determine data trends along with a comparison to the prior year's results at the same time of year.</p> <p>Long-Term Measures of Success: At the conclusion of the academic year the Student Success Committee will determine if biennium goal was met and review annual data to determine steps for next year's program.</p>	SAFE teacher, Principal, AD (OR DESIGNEE), Guidance Counselor, Title I Social Worker, FRC Coordinator	08/10-06/12	-0-	N/A	I	<i>The Student Success Committee along with the SBDM Committee have been reviewing all data weekly/monthly and comparing data to the previous year. SSC will track the percentage of students who are on or below grade level and report to principal and SBDM Council.</i>

Action Component: Parent Involvement

District Name: Fayette County

Component Manager: AD (OR DESIGNEE) / Principal

School Name: Tates Creek Elementary

Date : February 2011

Priority Need	Goal (Addresses the Priority Need)
<p>We need to continue to make improvements with increasing the involvement of parents and other adults.</p>	<p>By June 2012:</p> <ul style="list-style-type: none"> • The number of parents attending parent educational meetings will increase as evidenced by parent sign-in sheets. • Communication to parents will continue through parent letters, meetings, newsletters, conferences, and phone calls. Every effort will be made to communicate with parents in a format and language that they can understand, as documented in Title One Parent Involvement Log.
Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. Involvement in parent meetings has increased especially on nights when students are involved and when food is offered. 2. Based on 2010 Tates Creek Elementary / Family Resource Needs Assessment, 17% of our respondents are interested in volunteering their time and service at school. 3. We have encountered an increase in student mobility rates. 4. We have seen an increase in faith-based community involvement and/or other adult support. 	<p>By June 2012:</p> <ol style="list-style-type: none"> A. All activities will be measured by Title I lead teacher and Family Resource Coordinator to show parent participation has increased 10% from 2010. <p>Title I lead teacher and Family Resource Center Coordinator will collect data on parent communication and report to SBDM.</p>

Parent Involvement Component And Implementation & Impact Form

(2010-2012 School Years)

Component Leader: Leadership Team

Objective # G:

Activity	Measure	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
G. 1 Plan and implement nine family academic events for Tates Creek Elementary families and students. *SB 168	Implementation: Nine family nights with academic components will be recorded and kept by Title I lead teacher	Title I Lead Teacher, Family Resource Coordinator, Teachers	08/10-06/12	\$3000	Title I Funds, FRC Funds	I	<i>Completed 9 educational parent meetings each school year.</i>
	Short-Term Measures of Success: Sign-in sheets will reflect an increase in family involvement						
	Long-Term Measures of Success: Non-academic data on KCCT will show an improvement.						
G.2 Title I and FRC Coordinator will utilize Tates Creek Elementary newsletter and website to highlight upcoming events in the community and school. Title I and FRC family items with activities will be sent home on a regular basis. *SB 168	Implementation: Copy of monthly newsletters will be on file.	Title I Lead Teacher, FRC Coordinator, Webmaster	08/10-06/12	-0-	Copier (School Funds)	I	<i>Tates Creek Elementary sends home monthly newsletters and communicates information via school website.</i>
	Short-Term Measures of Success: Parents will have an increased awareness of school and community sponsored events.						
	Long-Term Measures of Success: Student achievement on KCCT will increase. Achievement gaps will decrease/close according to NCLB report.						

<p>G.3</p> <p>Homeroom teachers will have two scheduled parent conferences for each student.</p> <p>*SB 168</p>	<p>Implementation: Title I records will show 2 parent conferences on each student.</p>	<p>Teachers, Title I Lead Teacher, Principal</p>	<p>08/10-06/12</p>	<p>-0-</p>	<p>N/A</p>	<p>P</p>	<p><i>Each teacher is required to have two parent conferences a year. If the parents do not attend, teachers are supposed to call and have a phone conference. They are to document when a parent does not attend a meeting.</i></p>
	<p>Short-Term Measures of Success: Increase the number of students scoring proficient or above on Learning Checks and MAP.</p>						
	<p>Long-Term Measures of Success: Increase the number of students scoring proficient or above on KCCT.</p>						

