

CVE Continuous Improvement Diagnostic 2018-2019

Phase One: Continuous Improvement Diagnostic

Cardinal Valley Elementary School

Kevin Disney
218 Mandalay Rd
Lexington, Kentucky, 40504
United States of America

Last Modified: 10/16/2018

Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Our school team has identified three areas for continued improvement based on results from perception surveys. The first of these is in the area of relationship building. Our goal is to build strong relationships among the faculty, between the faculty and students and between the school and families. We will participate in team building, team planning and PLC activities in order to make our faculty and grade level teams into highly functioning collaborative units. We will also continue to nurture relationships with students in order to help improve student behavior, motivation and engagement. Finally, we will continue to build strong relationships with families. We will encourage parents to attend school activities and provide feedback on the school's efforts to welcome and engage parents. Our second area for improvement is collaborative decision-making. We hope to involve more parents in the SBDM and committee process in order to provide them with greater input on school-wide policy and decisions. We also intend to initiate and strengthen a parent support group such as a PTA or PTO in order to encourage greater parent participation. A third area of improvement that for our school is in the area of student engagement, especially during reading and math. While most teachers reported that their students were usually busy, we still need improvement in the area of authentic engagement of students. We will continue to implement our new reading and math materials with a focus on what students say and do.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The school will engage a variety of stakeholders in the improvement process in several ways. We will engage parents by inviting them to participate as members of our SBDM Council and our SBDM committees. We also hope to initiate a parent booster group such as a PTA or PTO. In addition, we will distribute parent surveys and request feedback during family and conference nights. We will engage faculty and staff through the continued development and implementation of a school leadership team made up of department chairs and grade level team leads. This team will help review data and monitor progress toward academic, behavioral and engagement goals. We

will engage students with the development of a student leadership team. This team will be asked for feedback on the needs of the school from a student's perspective. Finally, we will continue to nurture and grow the many community partnerships that we have developed over the past few years. These community organizations will continue to support the faculty, staff and students in a variety of ways that support their mission and the needs of the school.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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CVE: The Needs Assessment for Schools 2018-2019

Phase Two: The Needs Assessment for Schools

Cardinal Valley Elementary School

Kevin Disney
218 Mandalay Rd
Lexington, Kentucky, 40504
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data is analyzed and applied at Cardinal Valley Elementary by multiple teams at several levels. Our SBDM council reviews school-wide and grade-level data pertaining to KPREP, MAP and behavior as it comes available. There is some type of data review each month during the school year that focuses on academic achievement. These data reviews are generally overviews that help inform progress on school improvement initiatives in the areas of academics and behavior. We are also classified as a Progress Zone (PZ) school by our district and have been assigned a team of support specialists from various departments. This PZ team meets each month and our administrative team will present a brief overview of current data in our initial state of the school address at each meeting. In addition to these groups we have several school-wide committees who are responsible for analyzing and reporting on differing sources of data. Our Student Support Team (SST) and our Positive Behavior Instructional Support (PBIS) Team review behavioral data. Our SST meets each week to discuss progress for students who have moderate to severe behavioral issues and are considered Tier II or III intervention students. Our PBIS team meets monthly to review school-wide data concerning behavior referrals in order to identify areas of concern and propose changes to our procedures if necessary. Our Multi-Tiered System of Supports (MTSS) Team meets every six weeks to discuss students who have been identified as Tier II and III academically. (SST team members are also present at these meetings.) Our School Leadership Team meets bi-monthly to review all data and help make decisions that move the school forward concerning our school improvement plan. At each individual grade level, we have team planning and PLC meetings in which we analyze and discuss relevant data and use it to make adjustments to instruction. These teams meet each week.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- From 2017 to 2018 we saw a 6.6% decrease in proficient and distinguished African American students in reading (21.3% to 14.7%) and 8.5% increase in math. (12.1% to 20.6%) From 2017 to 2018 we saw a 1.4% decrease in proficient and distinguished EL students in reading (11.9% to 10.5%) and 20.7% increase in math (12.6% to 33.3%). From 2017 to 2018 we saw a 10.7% decrease in proficient and distinguished disabled students in reading (16.1% to 5.4%) and a 4.3% decrease in math (9.7% to 5.4%). There were 144 office referrals for 2017-2018. 45 were due to physical regression, 18 were due to students fighting with each other, and 17 were due to disruptive behavior. The remaining referrals came from a variety of areas.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Our biggest weakness is reading performance, 25.2% of all students are proficient and distinguished in reading, and 78.4% of disabled students are novice in reading.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

The greatest academic need remains reading. Our performance has been stagnant over the past two years. In 2017 48.8% of students were novice and 47.7% of students were novice in 2018. The proficient and distinguished has remained stagnant as well decreasing from 26.8% to 25.2%. Disabled students remain our neediest gap group. Our greatest behavioral need is limiting physical regression as it has been our top behavior problem.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

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

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

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

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

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

We are still in the initial implementation process of both reading and math programs. This is the second year we have used PBIS consistently and intentionally to improve student behavior. We are in the second year of a refined dual language model. We are working to more fully intertwine both academic and behavioral MTSS systems.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

ACCESS data is promising, reading growth for students in 2nd through 5th grade was 1.12 points, which is .12 points above expected yearly growth. Our EL students in fourth and fifth grade grew from 12.6% proficient and distinguished in math to 33.3% proficient and distinguished from 2017-2018. Math, overall, is a strength for our school, we went from 25.8% P/D in 2017 to 36.1% P/D in 2018.

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CVE School Assurances 2018-2019

Phase Two: School Assurances

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes
- No
- N/A**

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes
- No
- N/A**

COMMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes
- No
- N/A

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Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

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

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

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

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

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

Guidelines for Building an Improvement Plan

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

1: Proficiency Goal

Goal 1: Increase Proficiency percentage in combined Reading and Math from 30.7 to 65.7 by 2022-2023 as measured by state required academic assessments.		
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase Proficiency by Reading from 25.2 to 32.7 by 2018-2019 as measured by state required academic assessments.	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Reading Wonders as our Tier I instructional materials.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
		(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments regarding the implementation of leveled reading and guided reading strategies during our differentiated Tier I time.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
	Continue to design, align and deliver support to ensure students and teachers have access to positive behavioral supports.	(Process) Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback featuring school-wide expectations and common area procedures along with lesson plans for student instruction in these areas.	PBIS Plan, PBIS Meeting Agenda, Faculty Meeting Agenda, SST Agenda		
		(Process) Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback consisting of teacher to student (Cardinal Cards) recognition systems to build a positive learning environment school-wide.	PBIS Plan, PBIS Meeting Agenda, Faculty Meeting Agenda, SST Agenda		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Continue to design, align and deliver support to ensure teachers have access to a process to collaborate with team members to ensure student success.	(Process) Develop and deploy a PLC/Team Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC Agenda, Team Planning Minutes, Data Analysis Spreadsheets, Data Wall		
		(Condition) Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports by utilizing PLC/Team Planning time for planning for differentiation and remediation based on student assessment results.	PLC Agenda, Team Planning Minutes, Data Analysis Spreadsheets, Data Wall		
Objective 2: Increase Proficiency in Math from 36.1 to 42.5 by 2018-2019 as measured by state required academic assessments.	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Investigations III and EnVision as our Tier I instructional materials.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
		(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of KCM, KNP and Kathy Richardson (guided math, number talks) strategies during our differentiated Tier I time.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
	Continue to design, align and deliver support to ensure students and teachers have access to positive behavioral supports.	(Process) Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback featuring school-wide expectations and common area procedures along with lesson plans for student instruction in these areas.	PBIS Plan, PBIS Meeting Agenda, Faculty Meeting Agenda, SST Agenda		
		(Process) Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback consisting of teacher to student (Cardinal Cards) recognition systems to build a positive learning environment school-wide.	PBIS Plan, PBIS Meeting Agenda, Faculty Meeting Agenda, SST Agenda		
	Continue to design, align and deliver support to ensure teachers have access to a process to collaborate with team	(Process) Develop and deploy a PLC/Team Planning protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC Agenda, Team Planning Minutes, Data Analysis		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	members to ensure student success.		Spreadsheets, Data Wall		
		(Condition) Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports by utilizing PLC/Team Planning time for planning for differentiation and remediation based on student assessment results.	PLC Agenda, Team Planning Minutes, Data Analysis Spreadsheets, Data Wall		

2: Separate Academic Indicator

Goal 2: Increase Separate Academic Indicator percentage for combined Science, Social Studies and Writing from 21.8 to 60.9 by 2022-2023 as measured by state required academic assessments.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase SAI in Social Studies and Science and from 17.5 to 25.8 by 2018-2019 as measured by state required academic assessments.	Develop a systematic approach in order to design and deliver core instruction to ensure that at least 80% of students are successful in Tier I science and social studies	(Process) Administrators and teachers will research and select best practice/high yield instructional strategies to support content area science and social studies instruction.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
Objective 2: Increase SAI in Writing from 30.5 to 37.5 by 2018-2019 as measured by state required academic assessments.	Develop a systematic approach in order to design and deliver core instruction to ensure that at least 80% of students are successful in Tier I writing.	(Process) Administrators and teachers will research and select best practice/high yield instructional strategies to support writing instruction.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		

3: Gap

Goal 3: Increase Proficiency percentage of students in the free/reduced lunch GAP group in Reading from 24.9 to 62.5 and Math from 36.0 to 68.0 by 2022-2023 as measured by state required academic assessments.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the proficiency percentage of students in the free/reduced lunch group in reading from 24.9 to 32.4 by 2018-2019 as measure by state required assessments.	Continue to design, align and deliver support to ensure students have access to appropriate and timely interventions.	(Process) Continue to develop and implement a clearly defined RtI/MTSS school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms		
		(Process) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Data Analysis Spreadsheets, MTSS Meeting Minutes		
	Continue to establish a learning culture and environment and environment that values all cultures.	(Practice) Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations by implementing a Heritage Dual Language Immersion program in order to provide culturally responsive instruction in all subjects in two languages.	Team Planning Minutes, Dual Language Immersion Committee Meeting Minutes, Classroom Walkthrough Results		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2: Increase the proficiency percentage of students in the free/reduced lunch group in math from 36.0 to 42.4 by 2018-2019 as measured by state required assessments.	Continue to design, align and deliver support to ensure students have access to appropriate and timely interventions.	(Process) Continue to develop and implement a clearly defined RtI/MTSS school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms		
		(Process) Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Data Analysis Spreadsheets, MTSS Meeting Minutes		
	Continue to establish a learning culture and environment and environment that values all cultures.	(Practice) Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations by implementing a Heritage Dual Language Immersion program in order to provide culturally responsive instruction in all subjects in two languages	Team Planning Minutes, Dual Language Immersion Committee Meeting Minutes, Classroom Walkthrough Results		

4: Growth

Goal 4: Decrease the percentage of students scoring novice in reading from 46.0% to 23%, AND in math from 25.0% to 12.5% by the year 2022-23, as measured by district selected assessment.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
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In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease the percentage of students scoring novice in reading from 46.0 to 41.4 by 2018-2019 as measured by district selected assessment.	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Reading Wonders as our Tier I instructional materials.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
		(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments regarding the implementation of leveled reading and guided reading strategies during our differentiated Tier I time.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
	Continue to design, align and deliver support to ensure students have access to appropriate and timely interventions.	(Condition) Create a fluid and systemic functionality enabled by solid academic planning and schedule creation to enhance and promote a culture of/for learning by establishing an RTI block into the regular schedule in order to provide a time for all Tier II academic services to be provided by homeroom teachers or support personnel.	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms, Master Schedule		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum	(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments regarding the implementation of ELL specific materials including: Wonders ELD, In the USA and Language for Learning.	ELL Teacher Lesson Plans, Walkthrough Results, ELL Meeting Minutes		
Objective 2: Decrease the percentage of students scoring novice in math from 25.0 to 22.5 by 2018-2019 as measured by district selected assessments.	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Investigations III and EnVision as our Tier I instructional materials.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
		(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of KCM, KNP and Kathy Richardson strategies during our differentiated Tier I time.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
	Continue to design, align and deliver support to ensure students have access to appropriate and timely interventions. (MTSS)	(Condition) Create a fluid and systemic functionality enabled by solid academic planning and schedule creation to enhance and promote a culture of/for learning by establishing an RTI block into the regular schedule in order to provide a time for all Tier II academic services to be provided by homeroom teachers or support personnel	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms, Master Schedule		
	Continue to design, align and deliver support to ensure students have access to	(Process) Continue to develop and implement a clearly defined RtI/MTSS school-wide process with applicable checklists and documentation tools, including such	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	appropriate and timely interventions.	information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.			

5: Transition Readiness

Goal 5: Increase the percentage of students who are “transition ready” in reading from 31.0% to 65.5%, AND in math from 32.2% to 66.1%_ by the year 2022-2023, as measured by reading and math grade level benchmarks on a district selected assessment.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students who are transition ready in reading from 31.0 to 37.9 by 2018-2019 as measured by district selected assessments.	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Reading Wonders as our Tier I instructional materials.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
		(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments regarding the implementation of leveled reading and guided reading strategies during our differentiated Tier I time.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
	Continue to design, align and deliver support to ensure students have access to appropriate and timely interventions.	(Process) Continue to develop and implement a clearly defined RtI/MTSS school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms		
	Continue to design, align and deliver support to ensure students have access to	(Condition) Create a fluid and systemic functionality enabled by solid academic planning and schedule creation to enhance and promote a culture of/for learning by establishing an RTI block into the regular schedule in	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms, Master Schedule		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	appropriate and timely interventions.	order to provide a time for all Tier II academic services to be provided by homeroom teachers or support personnel			
Objective 2: Increase the percentage of students who are transition ready in math from 32.2 to 39.0 by 2018-2019 as measured by district selected assessments.	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Investigations III and EnVision as our Tier I instructional materials.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
		(Process) Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of KCM, KNP and Kathy Richardson strategies during our differentiated Tier I time.	Professional Learning Sign-In, PLC Agenda, Team Planning Notes		
	Continue to design, align and deliver support to ensure students have access to appropriate and timely interventions.	(Process) Continue to develop and implement a clearly defined RtI/MTSS school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms		
	Continue to design, align and deliver support to ensure students have access to appropriate and timely interventions.	(Condition) Create a fluid and systemic functionality enabled by solid academic planning and schedule creation to enhance and promote a culture of/for learning by establishing an RTI block into the regular schedule in order to provide a time for all Tier II academic services to be provided by homeroom teachers or support personnel	MTSS Meeting Minutes, SST Meeting Minutes, MTSS Tiered Forms, Master Schedule		

6: Other (optional)

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

Phase Three: Closing the Achievement Gap Diagnostic 2018-2019

Phase Three: Closing the Achievement Gap Diagnostic

Cardinal Valley Elementary School

Kevin Disney
218 Mandalay Rd
Lexington, Kentucky, 40504
United States of America

Last Modified: 12/31/2019

Status: Locked

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Spreadsheet has been attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Cardinal Valley Elementary has a demographic make up of 75% Hispanic, 13% African American, and 12% White. Our school's free and reduced percentage is approximately 97%. Cardinal Valley is aware of the needs of our Hispanic students. We have implemented a dual language program that celebrates Spanish language and Hispanic heritage. Our PBIS system is being implemented in order to create a positive learning environment for all faculty and students. Special education staff often use co-teaching strategies in order to provide access to the entire curriculum for our special education students. Our staff also engages in culturally responsive teaching in order to address all ethnic groups.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

The school has been successful in reducing the percentage of all students and several gap groups who were novice in Math. The school has also demonstrated success reducing our novice percentage in reading for several gap groups. In addition, many gap groups demonstrated an increase in the rate of proficient and distinguished in both reading and math.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The novice rate for Hispanic students in reading was reduced from 50.7% to 46.9%, an improvement of 3.8%. The novice rate for English Learners in reading went from 62.7% to 49.5%, an improvement of 13.2%. The percentage of English Learner students who scored in the proficient and distinguished range improved from 11.9% to 20.3%, an 8.4% increase. In math, the percentage of English Learners scoring at the novice performance level dropped from 34.3% to 26.4%, an improvement of 7.9%. The percentage of English Learners scoring at proficient or distinguished increased from 12.6% to 37.9%, a 25.3% improvement. Hispanic students rate of proficient and distinguished increased from 25.8% to 39.6%, a 13.8% improvement. Student who receive free or reduced lunch improved their rate of proficiency from 23.7 to 35.9, a 12.2% increase.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Our percentage of students who receive free or reduced lunch scoring proficient or better in reading decreased slightly and our novice rate in this group remained approximately the same.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Our school is currently implementing new programs in both reading and math. All faculty have participated in extensive professional learning in relation to the new materials. In addition, all teachers have participated in a guided reading book study and have been introduced to KCM and KNP small group conceptual strategies.

ATTACHMENTS

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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Over the past several years, Cardinal Valley has had a series of short term and interim principals. There were few instructional or behavioral systems in place. PBIS, MTSS, and core instructional structures were basically non-existent. PLC were not functioning appropriately for teachers to discuss skill deficits and student needs.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Teacher teams including homeroom teachers, EL teachers and interventionists meet weekly in PLC's and team planning meetings along with school administrators to review student data and plan for improvement. During these meetings, individual student performance is reviewed including the performance of all gap students.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Increase the proficiency percentage of students in the free/reduced lunch group in reading from 24.9 to 32.4 by 2018-2019 as measure by state required assessments. Increase the proficiency percentage of students in the free/reduced lunch group in math from 36.0 to 42.4 by 2018-2019 as measured by state required assessments.

ATTACHMENTS

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Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached as part of the School Improvement Plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 GAP Group Analysis	GAP Group Analysis	I
 School Improvement Plan including GAP goals.	School improvement plan including GAP goals.	III

Gap Group/Total number of students	Percentage of Total School Population
Free and Reduced/499	87
Hispanic/429	75

Phase Three: Executive Summary for Schools 2018-2019

Phase Three: Executive Summary for Schools

Cardinal Valley Elementary School

Kevin Disney
218 Mandalay Rd
Lexington, Kentucky, 40504
United States of America

Last Modified: 12/14/2018

Status: Locked

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cardinal Valley Elementary serves approximately 600 students in an urban Lexington setting. Demographically we are 76% Hispanic, 12% White and 13% African American. 96% of our students are considered to be living in poverty and approximately 60% are English Language Learners. Our students face as many challenges due to the poverty and language barriers. They come with low scores on the Brigance assessment given to beginning level students. This is due to the language barrier of non English speakers and lack of exposure to the English language. This language barrier has hindered the closing of the achievement gap during the primary years. Student achievement has been at a low level for several years and this has lead to the beginning of a dual language program strand. We are in the fifth year of this program, but have transitioned it to a simultaneous bi-literacy format this year. The expectation is for these students to be completely bi-literate and bilingual by the end of fifth grade. Our school has place a renewed emphasis on core instruction in reading and math, refined MTSS and PBIS procedures and continued implementation of our PLC and team planning processes. We are also continuing to build partnerships with the community including local churches, colleges and universities and businesses.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Our purpose is to provide all students with an opportunity to reach their full potential. Our staff believes that all students can learn at high levels and master essential skills. Our staff members believe in their individual and collective capacity to enable all students to achieve mastery. We are implementing plans to improve core instruction in reading and math, improve our MTSS procedures in both academics and behavior and implement our PBIS system.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We have had significant success in our efforts toward Novice reduction, especially in Math. We received recognition as a bronze level PBIS school. Our Heritage, One-Way Simultaneous Bi-literacy program has been updated and is, to our knowledge, the only one of it's kind in the state.

ATTACHMENTS

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As a school we want to be open to the community and work with organizations here in the Cardinal Valley neighborhood to ensure that communication is ongoing to help reform relationships between the school and community. We will seek to involve parents and neighborhood organizations as partners.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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