



2020-21 Phase One: Continuous Improvement Diagnostic for Schools_10012020_09:57

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools	3
--	---

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Lisa Skaggs 10/01/2020



2020-21 Phase Two: School Assurances_10012020_09:59

2020-21 Phase Two: School Assurances

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2020-21 Phase Two: School Assurances	3
Introduction	4
Teacher Performance	5
Title I Schoolwide Programs	7
Title I Targeted Assistance School Programs	10
Schools Identified for Targeted Support and Improvement	13
All School Programs	14

2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of “ineffective” as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the [Kentucky Equitable Access to Effective Educators Survey](#). Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the [Kentucky Equitable Access to Effective Educators Survey](#) by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ Yes

☐ No

☐ N/A

COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☒ Yes

☐ No

☐ N/A

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☒ Yes

☐ No

☐ N/A

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☒ Yes

- ☐ No
- ☐ N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

☒ Yes

☐ No

☐ N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

Math and Literacy night are held. This year the events may have to be virtual.

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate

representation of parents of participating children (ESSA Section 1116 (c)(3)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children

achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ Yes

☐ No

☐ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ Yes

☐ No

☐ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Two: The Needs Assessment for Schools_10012020_09:58

2020-21 Phase Two: The Needs Assessment for Schools

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem	9
Strengths/Leverages	10

2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

Classroom teachers, interventionist, special education teachers, special area teachers, school curriculum coordinator, DAC, and principal came together to review, analyze, and apply data results. Groups were assigned a data set from the KPREP scores, STAR scores, or non- academic data and came up with a guiding question to take them deeper into the data. Once the guiding question was established groups began to dig deep into the data to list current state facts, strengths, priorities/concerns, and hypotheses. There were 8 data sets total and after both the morning and afternoon sessions each group presented their data and the whole group talked about next steps for our school.

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:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

*62.5% of students scored P/D on KPREP in writing in 2018-19, a 26.2% increase from 2017-18. *60% of 3rd grade students scored P/D on KPREP in math, an 11% increase from 2017-18. *3rd grade has increased P/D in math for 4 consecutive years. *3rd grade reduced novice in reading on KPREP by 13.7% from 2017-18. *26% of students who scored novice in reading were chronic absentees *38% of students who scored novice in reading were chronic absentees *5th grade increased novice in math by 9.2% *43.8% of our students scored P/D in social studies compared to the state average of 53%*Wilkey had a 13.9% teacher turnover

2020-21 Phase Two: The Needs Assessment for Schools



2020-21 Phase Two: School Safety Report_10292020_09:14

2020-21 Phase Two: School Safety Report

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2020-21 Phase Two: School Safety Report	3
School Safety Diagnostic for Schools	4
Questions Related to the Adoption and Implementation of the Emergency Plan	5
Attachment Summary	8

2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

ATTACHMENTS

Attachment Name

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Given to Norman Chaffins on August 18, 2020. Opening Day at Wilkey.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes, Principal changed names to current personnel. Council reviewed general items in the plan and will revisit the plan in the December SBDM meeting. Norman Chaffins reviewed on August 18, 2020.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

August 18, 2020, opening day for Wilkey. Presentation at 1:00.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes, Oct 1,12 ,13,14 We held drills on so that A and B day students each day the correct number of drills.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes, January 17, 2020


9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the

Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
 H.W. Wilkey Elementary Emergency/Crisis Management Plan		• 1



2020-21 Phase Three: Professional Development Plan for Schools_10012020_10:45

2020-21 Phase Three: Professional Development Plan for Schools

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools	3
--	---

2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

Our mission is to improve student achievement today, inspire a life-long love of learning, and develop responsible, educated leaders for tomorrow in a safe and caring environment.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Our schools top two priorities for professional development are closing the gap and virtual learning. We feel that we need training in both of these areas to support continuous improvement in our students.

3. How do the identified **top two priorities** of professional development relate to school goals?

Closing the gap in reading and math relates back to our gap goal. Virtual learning relates back to all goals. We now need to focus on learning how to use explicit instruction and formative assessment through distance learning.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Increase the percent of students with disabilities scoring proficient or higher in reading from 34.9% to 37.9% in 2020, and in math from 30.2% to 33.4% in 2020.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Increase student achievement and decrease the gap between all students and students with disabilities.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Increase proficiency for gap students on STAR assessments in reading and math.

4d. Who is the targeted audience for the professional development?

All faculty and staff at H.W. Wilkey Elementary

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

teacher, students, principal

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

staff, funding, technology, time

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PLC's, follow up from administration, collaboration between classroom teachers and special education teachers

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Data at PLC meetings

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Increase reading proficiency for Wilkey Elementary students in grades 3-5 from 56.5% to 58.5% in 2020. Increase math proficiency for Wilkey Elementary students in grades 3-5 from 50.2% to 52.5% in 2020.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Increase student proficiency in math and reading. Increase teacher knowledge of using explicit instruction through distance learning.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Increase proficiency for all students on STAR assessments in reading and math.

5d. Who is the targeted audience for the professional development?

All faculty and staff at H.W. Wilkey Elementary

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

teacher, students, principal

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

staff, funding, technology, time

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PLC's, follow up from administration

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Data at PLC meetings

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Three: Closing the Achievement Gap Diagnostic_10012020_10:44

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

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

Students living in poverty 68.9% Students with disabilities 15%

II. Achievement Gap Analysis

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

The school's climate is supportive to students in our gap population. The school's Family Resource Center (FRC) provides support to students and their families living in poverty. Staff and community members donate clothing, food, time, and money to help support the FRC. Breakfast and lunch are provided to all students at our school for free. The FRC partners with United Way; through this partnership students receive food to take home for the weekends (backpack program). School staff try to meet basic needs of students by providing a safe place for them to learn and grow. Title 1, RTA, and MAF funds are used to pay for interventionist positions, so at-risk students can receive additional small group and one-on-one instruction. Afternoon ESS is offered throughout the year twice a week for at-risk students who are referred by teachers. Special education teachers collaborate and co-teach with classroom teachers. Students with disabilities are supported primarily in the regular education classroom with accommodations being provided and modifications being made for them by both the classroom and special education teachers.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

Looking at KPREP data for the previous two years the only achievement gap we have successfully closed is science with economically disadvantaged out scoring non economically disadvantaged. While we have areas where our scores have improved the gap still remains and in some cases grew in both economically disadvantaged vs. non economically disadvantaged, and disability vs. non disability for reading, math, and social studies. Please see attached spreadsheet and graph to show the gap in P/D and novice for the 2017-18 and 2018-19 school years.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Students with disabilities: Math proficient/distinguished percentage increased from 25.5% to 30.2%, Reading novice percentage decreased from 36.2% to 30.2%, Science novice decreased from 5.9% to 0%, and Social Studies novice decreased from 40% to 25%. There were no significant improvements for students who are economically

disadvantaged. All proficient/distinguished percentages decreased and all novice increase except for Social Studies.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Students living in poverty: Reading, Math, and Science all decreased in the percentage of proficient/distinguished. Math and Science both increased in the percentage of novice students. Students with disabilities only regressed in percentage of students scoring proficient/distinguished in Social Studies and it was only by 3.7%.

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

Through mini data day analysis it was agreed upon that we are relying too heavily on the Eureka math series to cover the content. As a school we need to be more standards based, starting with that and then constructing the lesson and assessment. Our reading and math scores have remained stagnant for the last two years. We are also not being as intentional with our KSI time as we should be. During that time we should be grouping students by need and changing those groups weekly for reteaching of skills not mastered. We still remain concerned about the lack of vocabulary being taught.

F. 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.

The process used for the continuous improvement and planning process as it relates to closing the achievement gap consists of data analysis and planning of next steps: 1) chart the data, 2) graph the data, 3) make observations, 4) make hypothesis, 5) determine next steps. Academic and non academic data were taken into consideration. Involved stakeholders were: Nancye Lucas (kg), Kim Smith (kg), Krissie Booker (kg), Rachel Hawkins (kg), Tami Skaggs (1st), Andrea King (1st), Kristen Clark (1st), Tonya Parker (2nd), Kristi Pence (2nd), Kelly Harris (2nd), Sharon Drake (3rd), Tia Watson (3rd), Amanda Clark (3rd), Liz Basham (4th, SBDM), Amber Hill (4th), Bridget Haycraft (4th), Ann Decker (5th), Katie Decker (5th), Travis Renfrow (5th), Donita Ashley (sp.ed), Angela Kelley (sp. ed), Sarah Cherry (sp. ed), Hannah Fukuhara (PE, SBDM), Emily Allen (librarian), Lisa Oller (music), Elizabeth Mattingly

(intervention, SBDM), Sloan Young (intervention), Amanda Brown (curriculum coordinator), Lisa Skaggs (principal), Carla Purcell (DAC).

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Professional Development Plan: Throughout the summer, different teachers from each grade have participated in standards work at the district level. During this time they have made a pacing guide for the 2019-20 school year in both reading and math, progressions for each standard and created district level common assessments that align to the standards; Three hours were dedicated to data analysis for determining school needs; Our foundational reading group K-2 have completed 6+ hours of learning in Reading Horizons. This is a district wide program that we will be using during our foundational reading block to ensure consistency in the foundational skills. In January our staff will participate in a book study around explicit instruction during our extended PLC meetings. In the summer of 2020 our staff will participate in a 2 day Kagan workshop that will be held here at our school to focus on cooperative learning.

III. Planning the Work

. 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).

See goal building attachment for Gap goals, strategies, and activities

.




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.

See goal building attachment for Gap goals, strategies, and activities

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		.
 Gap data		.
 Goal building attachment		.



2020-2021 Phase Three: Comprehensive School Improvement Plan_10012020_10:43

2020-2021 Phase Three: Comprehensive School Improvement Plan

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

<u>2020-21 Phase Three: Comprehensive School Improvement Plan</u>	<u>3</u>
---	----------

2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

[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](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



2020-21 Phase Three: Executive Summary for Schools_10012020_10:44

2020-21 Phase Three: Executive Summary for Schools

H W Wilkey Elementary School

Lisa Skaggs

130 Wallace Avenue
Leitchfield, Kentucky, 42754
United States of America

Table of Contents

2020-21 Phase Three: Executive Summary for Schools	3
--	---

2020-21 Phase Three: Executive Summary for Schools

. 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?

H.W. Wilkey Elementary School has an enrollment of about 495 students from preschool through 5th grades. It is a Title 1 school with approximately 67.1% of our students qualifying for free or reduced lunch. It is located at 130 Wallace Avenue in Leitchfield, Kentucky, with a population of about 6,874 according to 2015 census reports. Wilkey serves most of the students residing in the city, as well as families living outside the city with boundaries between the other three elementary schools in Grayson County. The demographics of H.W. Wilkey Elementary School resembles the makeup of the district with 92.5% of the school population White, .8% African American, .6% Asian, 2% Hispanic, and 3% belonging to two or more races. Our male population is 51% while our female population is 48%. Wilkey's attendance rate is 94.35%. H.W. Wilkey Elementary School was established in the early 1970s after the closing of Leitchfield Elementary School. It contained grades Kindergarten through 6th grade. Since that time, our 6th graders are now housed at GCMS, and our school houses Preschool through 5th grade. H.W. Wilkey claims the bulldog as its mascot. Students and teachers sport Wilkey Bulldog apparel on special occasions to show their pride in the school. We do not, however, have any sports teams associated with our school. Despite that, our community is very supportive of our school and our students. We have many community members who come into our school as volunteers for career day, safety day, or to speak to groups of students about specific talents or knowledge they can share to enrich our students with life in Grayson County. Wilkey was built with an open concept with complexes for each grade level separated by bookcases dividing classrooms. Over the years, dividers were added to divide classrooms and walls were built with classroom doors. Most classrooms now have replaced the dividers with walls and doors with locks have been added for safety. Wilkey has added a security system to the front with a camera for safety as well. H.W. Wilkey Elementary currently employs 36 teachers; 26 classroom teachers, 4 special education teachers, 1 speech pathologist, 4 Title 1 interventionists, 3 related arts teachers, and 12 instructional aides. Our grade level teams have been formed to maximize teacher strengths and establish an environment for building groups of teachers that work together cohesively, building trust, respect, and leadership among them. Much work has been done to encourage a growth mindset, and a focus on data driven instruction. We have both the MAF math grant and RTA reading grants that provide a training for our interventionists who work with students receiving RTI, tier 2 and tier 3. Through the

these grants 3 classroom teachers are selected each year to complete appropriate trainings specific to reading and math strategies. This is to ensure that we can sustain after the grants are gone. At times, we have classified staff providing RTI services to students using a scripted program. We are working diligently to better our PBIS, in particular, to provide RTI for behavior as well as academics when necessary. Overall, our staff feels that we have well-behaved students here, with minor discipline referrals, but we wish to instill respect and responsibility in our students that will carry over even when they leave us. According to US Census Data, the median household income in Grayson County is \$35,030 with about 22.1% of the people in Grayson County living below poverty level. About 1.9% of residents speak a language other than English in their home. About 77.1% of Grayson County population graduated high school or has a higher education and 9.1% hold a Bachelor's Degree or higher.

. 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 teachers, students, and staff are very proud of our school. H.W. Wilkey, with our 495 students, is one of 4 elementary schools within the Grayson County school system. Our mission is to improve student achievement today, inspire a life-long love of learning, and develop responsible, educated leaders for tomorrow in a safe and caring environment. With the support of the family, staff, and community working together, we shall develop the whole child; therefore, preparing the student to become a productive member of society. Our teachers provide quality educational experiences, and use data to guide differentiated instruction so that students can meet the Kentucky state standards. By providing students with instruction based on their needs and interests, we hope to instill in our students a love of school, giving them the chance to reach their full potential. H.W. Wilkey Elementary's motto is Always A Bulldog Family. With new leadership, our principal wants our students to know that we are family here at Wilkey. As our school undergoes changes from year to year, teachers work hard to fulfill their vocation of helping students learn by planning units and assessments together, scoring together to determine student needs, problem-solving together to provide intervention to those who have difficulty mastering standards. Not only are the teachers working together with each other, but they have included the students in setting goals and have made them a part of achieving mastery by allowing them to track their own growth. Adding parent involvement opportunities finalizes our motto to include them in the process of their child's education. When teachers, students, and parents all work together, all members of the team achieve more. The core of our belief is that every child can grow, and we are the instruments of that

growth. By looking at the whole child, discovering their interests and motivations, we encourage them to take the reigns on their own learning by tracking their own growth and success through the use of data binders, data boards, and understanding what it takes to master the standards. Through our own professional growth plans we strive for providing our students with the tools they need to reach the goals that we set for them and those that they set for themselves. This year K-2 we have incorporated a foundational reading block where students will progress at their level. We have protected literacy blocks and math blocks for all students to encourage life-long readers, writers for a variety of purposes, and continued problem-solvers and learners. We have our protected KSI block in which we specifically target students at all levels to help them continue to grow, and provide intervention in the areas in which they show weakness or a need for reteaching of some of the concepts. Our vision is: We care. We count. We can. We are Wilkey!

. 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 many notable achievements in our school. We continue as a district to incorporate a foundational reading block for grades K-2. All students in those grades will be assessed at the beginning of the year on phonemic awareness and phonics skills. Students will then be placed in groups that support their learning. This is an uninterrupted block of time that will not only improve reading skills but will also enrich those students who are already ahead of their grade level peers. We have invested the time and money as a district this year in the Reading Horizons program to utilize during our foundational block. Our music teacher, who is National Board certified, provides band and chorus for students who are interested in music and her program has grown tremendously. Her students go on to remain in band and chorus at the middle school. They also perform in a variety of public locations including, Light Up Leitchfield, Art in the Park, and at the Hot Rods ballgames. Our building has made leaps and bounds in its cultural climate. The 2017 Tell Survey results were the best they have been in almost 10 years. Our administration has worked hard to build up this faculty and staff by making moves that compliment people. We have built better relationships with trust and respect at the center. We are learning to be honest with each other when we are doing what's best for kids. Extended PLCs have provided teachers with needed time for training and planning. Each month, each grade level has a 3 hour block of time with their grade level to receive training based on their needs as well as make plans to implement the initiatives of the school. We continue to keep our focus on being data driven, setting goals, and becoming standards based. This year we will make our focus data teams within each grade level. It is important for us to use data to

drive our instruction. This is the third year that we have both the MAF math grant and RTA reading grant. Through Title 1 funding, our school has been able to supplement those grants and hire 1 extra interventionist to work with specific grades, enabling classroom teachers to focus KSI time on those students who have mastered skills so that each child can grow. Interventionist are sharing instructional strategies at every extended PLC meeting to help build our teachers toolboxes. This year we are finding time throughout the year to come together as a staff for things like mini data retreats, vertical planning, and assessment and rubric making aligned to the standards. After having our mini data retreat many teachers have had positive comments about how it helped them make changes in the classroom that needed to take place. We will continue to find extra time for our teachers to work together. We also continue to have professional development based on what the teachers feel that they need to grow their students. A quality KSI block has been a very notable achievement for our school. With highly trained interventionists and time set aside to provide interventions, students are able to receive targeted interventions on a regular basis. We will continue to focus on making improvements in math, reading, writing, meeting delivery targets, student growth, and eliminating gaps. We have continued to work with data teams and feel like we do have improvements to make in this area. We are striving to use data to drive our instruction. Our professional development focuses standards, assessments, and Reading Horizons. As we strive to be a standards based school we are looking at the priority standards and deconstructing them. We will also continue to improve our parent involvement. With many of our students living outside the city limits in outlying rural areas, it is hard for some of them to get to school for parent involvement activities. Some of this is attributed to working parents who are not able to come to school for conferences or trainings because they are working. We have changed our conferences to better accommodate families this year. Our conferences will be student led and will be during a time that is better for parent participation. Other parents who are unemployed or have low-paying jobs have few resources such as technology or reliable transportation to allow them to communicate with teachers. We will continue to hold events to try to boost our parent involvement.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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

I do not have any further information to share at this time.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------