

## Phase One: Continuous Improvement Diagnostic for Districts-Barren County Schools 2018-2019

Phase One: Continuous Improvement Diagnostic for Districts

**Barren County**  
Bo Matthews  
202 West Washington Street  
Glasgow, Kentucky, 42141  
United States of America

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## Phase One: Continuous Improvement Diagnostic for Districts

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a district'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 district 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.

Survey results indicate that teachers need further support in standards knowledge, instructional implementation, and support to ensure proper assessment of priority standards are taking place. In addition, teachers desire to collaborate within school structures and within the district to share resources and effective instructional strategies. Since standards are the cornerstone of public school education, creating and fostering standards-based support is at the heart of our district.

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#### Part II:

2. How will the district 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.

District PLCs will be formed to address system-wide processes as well as address areas in which improvement is needed. Participants will be selected based upon their teaching assignments, and meetings will be scheduled at a place and time convenient for all involved. The district PLCs will share resources and analyze data/student work to create a cohesive instructional focus in and among the entire district. Documentation will be maintained at the district level.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: The Needs Assessment for Districts Barren County 2018-2019

Phase Two: The Needs Assessment for Districts

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## Phase Two: The Needs Assessment for Districts

### 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?

As a district, we are using K-PREP, MAP, Brigance, ACT, Transition Readiness measures, common assessment data, observations, and instructional rounds to evaluate the overall performance of our district and schools. Non-academic data reviewed includes: attendance, discipline (overall & PBIS), school safety, parent involvement, survey data, suspensions/expulsions, and bus referrals. The following groups are involved in the evaluation of the data for the needs assessment process: Superintendent, Assistant Superintendent, Director of Instruction & Technology, Director of Elementary Instruction & Title I, Director of Special Programs, Director of Pupil Personnel, Director of Nutritional Services, Special Programs Teacher Consultant, Curriculum Resource Teachers, District Lead Teacher, Technology Integration Specialists, Principals, Counselors, Teachers, SBDM Parents, and other key support staff. The following groups meet according to the schedule below: District Level Leadership Team (Superintendent & Directors ) - review of school and district data as it becomes available - monthly District Leadership Team (Superintendent, Directors, Principals)- review of school and district data as it becomes available - monthly Board & District Leadership - review of school and district data as it becomes available - monthly SBDM & Board - review of school improvement plans, current assessment data, and non-academic data - annual reports Dec-Feb District Instructional Staff - review of standards (unwrapping and prioritizing), instruction (research-based strategies), and assessment (data analysis) District Special Program Staff - review of performance data for exceptional education students, EL students, specialized grants, and monitoring of gaps Director of Pupil Personnel & Principals - review of attendance, discipline and safe school data - monthly & annual report District RtI Team - review of instructional strategies, program fidelity, and progress monitoring - quarterly meetings District PBIS Team - review of discipline data (school and bus) and fidelity of positive behavior instructional supports - quarterly meetings; annual update with all administrators

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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.

Junior ACT 2018 - Barren County results indicate a composite of 19.8, which was an increase of .3 (.5 above state). Senior Graduate composite was 19.8 for 2018, which was an increase of .5. The state senior average was 20.2. Kindergarten Screen 2018 - Barren County had 64.5% of entering kindergarten students score "Ready" to enter kindergarten vs. 51.4% in Kentucky who scored "Ready" to enter kindergarten. Elementary- -In reading and math, district averages exceed the state average of proficient and distinguished in all levels (3-6). -Four out of seven elementary schools scored above the state average in P/D on the science exam. -All elementary schools except one scored above the state average in P/D on the social studies exam. -Four out of seven elementary schools scored above the state average in P/D on the on-demand writing assessment. Secondary- -Barren Co. Middle School students exceeded the state average P/D in seventh grade reading and math. BCMS did not meet or exceed the state average in P/D in seventh grade science and eighth grade reading, math, social studies, and on-demand writing. -BCHS students exceed the state average P/D in eleventh grade on-demand writing. Non-academic Data - -Barren County has noted a decrease in pre board suspension hearing from the 2016-17 until the 2017-18 school year. -There have been no expulsions thus far in 2018-19. -A decrease in out of school suspensions has been noted the last two years. -PBIS Data - 2017-18 Total referrals for the district: 1314 (elem & middle schools) In 2016-17 the total referrals were 1298. Major referrals only- the total for 2017-18 is 894 and 2016-17 is 911. Behaviors mainly occurred in the classroom. The most common negative behaviors were disrespect and disruptive behavior. ECE Trend - increase in number identified (3-21) 2016: 796 vs. 2017: 863 (according to Dec 1 child count). When reviewing the minority staff and student data, the committee discussed the changing demographics and noted a more diverse population in community. Further research was conducted to reveal: In 2012-13, Barren County Schools had 6.29% and as of October 2018 there as a minority population of 9.82%. Additional Staff Data - -According to the 2013-14 KDE School Report Card, Barren County had 3 minority teachers that year. Also the average years of teaching experience was 12.5 years. In 2017-18 the comparison reveals that we have 5 minority teachers (includes one additional at College Street Campus), and an overall years of teaching experience equal to 13 years. More recent data will be available in school report card later in fall. -Teacher turnover in 2015 was 17.5%, in 2016 was 13.5 %, and in 2017 was 9.5%. -2018-19 the BC Induction & Mentoring Program had \_\_\_ certified and \_\_\_ classified in it inaugural year. - Administrative turnover was unusually high for Barren County in 2017-18 with 5 Principals; 5 Assistants Principals; one counselor; and 3 district level administrators. For 2018-19 additional administrative turnover includes - one middle school principal, one middle school assistant principal, one elementary principal, one new alternative school principal, and one new high school assistant principal.

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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.

For the separate academic indicator, in reading in grades 3-8, the EL population is below that to be held accountable. For students with disabilities at the elementary level (grades 3-6), 40.8 % scored P/D in reading; in math 27.7% scored P/D; in social studies 35.5% scored P/D (grade 5); in writing 16.1% scored P/D (grade 5); 26% scored P/D in science (grade 4). For students with disabilities at the Middle School level (grades 7-8), 23.4% scored P/D in reading; 18.5% scored P/D in math; 14.7% scored P/D in social studies (grade 8); 8.8% scored P/D in writing (grade 8); 4.8% scored P/D in science (grade 7). These scores are below that of other sub-groups to include the free and reduced lunch population. Barren County Middle School has been identified as a TSI school due to scores received by the Hispanic population. 40.5% scored P/D in reading; 38.1% scored P/D in math; 46.2% scored P/D in Social Studies; 30.8% scored P/D in writing; 13.3 % scored P/D in science. Barren County High School has been designated as a TSI school due to scores received by students with disabilities: 12.5% scored P/D in reading; 4% scored P/D in math.

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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?

When looking at trend data, ECE students at the elementary levels scoring in the P/D range in reading have continued to go up: 2016 30.8% 2017 35.7% 2018 40.8% In Math they have also gone up: 2016 23.9% 2017 26.4% 2018 27.7% In writing the ECE students scoring P/D went down from the previous year: 2016 22.7% 2017 28.6% 2018 16.1% At the Middle school level in reading, P/D scores have also continued to rise: 16.9 % to 21.4% to 23.4%. In math, the ECE P/D scores fell from 2017 to 2018: 13.8% to 21.4% to 18.5%. In writing, a significant increase was noted: 13.9% to 18.9% to 30.8%. At the High School level in reading, ECE P/D scores fell slightly : 8.7% to 14.7% to 12.5%. In math, the P/D scores dropped quite a bit from a percent that was already low: 10.0% to 15.3% to 4%.

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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](#)

Each school will determine their specific needs based on the six KCWP after analysis of data has occurred. Within certain processes put into place this school year based upon needs, the following KCWP have been addressed: Standards, Instruction, Assessment, and Data Analysis. The district will focus its efforts on supporting schools on the processes they have in place to address the KCWP. When looking at trend data, ECE students at the elementary levels have more students performing at the P/D levels in reading and math, but not writing, compared to previous years. At the MS level, ECE P/D percentages have gone up in reading and writing, but not math. At the HS level, decreases were noted in reading and math. Administrators will ensure that staff are trained to design and deliver research based instruction that is standards based (KCWP 1 and 2), and that support is provided to students that aligns with IEPs (KCWP 5).

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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%.

See attachment below.

### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 2018 ACT	District ACT Data	
 District Needs Assessment Notes from Oct Meetings	Meeting notes by school	
 K-PREP Comparison 2018	Contains information about K-PREP comparisons from 2017 to 2018.	

## 2018-19 Phase Three: Comprehensive Improvement Plan for Districts Barren Co

Phase Three: Comprehensive Improvement Plan for Districts

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## Phase Three: Comprehensive Improvement Plan for Districts

### Comprehensive Improvement Plan for Districts

**Rationale:** District 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, districts 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 six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.







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

N/A

### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Gap-Barren County	District Gap	
 Graduation-CDIP	Graduation-District	
 Growth-CDIP	Growth-District	
 Proficiency-CDIP	Proficiency-District	
 Separate Academic Indicators-CDIP	SAI-District	
 Transition-CDIP	Transition-District	

## 2018-19 Phase Three: Executive Summary for Districts Barren Co

### Phase Three: Executive Summary for Districts

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## Phase Three: Executive Summary for Districts

### Executive Summary for Districts

#### Description of the District

Describe the district 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 district serves?

Located in the heart of south central Kentucky, the Barren County School District currently serves approximately 5,200 students in preschool through 12th grade. The district is comprised of ten schools with 7 elementary, 1 middle, 1 ninth grade academy, and 1 high school. In addition, we have one Area Technical Center, a new CTC facility (the Barren County Innovation Zone which serves as an innovation and creative space for district and school staff, students, athletes, and community groups), an alternative school (College Street Campus), and a virtual middle/high school (BAVEL). We also have the support of a central office facility, a central office annex building, a bus garage, and many auxiliary programs. We are blessed in Barren County with beautiful and efficient facilities for our students. Student Population overall is 5,293 students, with the following gender and minority percentages: Gender Percentage Male 49.867% Female 50.14% Minority Percentages AUSTIN TRACY ELEMENTARY SCHOOL 6.23% of 273 students BARREN COUNTY HIGH SCHOOL 8.33% of 1,285 students BARREN COUNTY MIDDLE SCHOOL 7.41% of 783 students BAVEL 16.13% of 248 students COLLEGE STREET CAMPUS 11.11% of 63 students EASTERN ELEMENTARY SCHOOL 5.04% of 397 students HISEVILLE ELEMENTARY SCHOOL 7.26% of 2248 students NORTH JACKSON ELEMENTARY 8.08% of 569 students PARK CITY ELEMENTARY SCHOOL 18.10% of 431 students RED CROSS ELEMENTARY SCHOOL 13.63% of 697 students TEMPLE HILL ELEMENTARY SCHOOL 13.04% of 299 students DISTRICT TOTAL 9.92% of total student population grades K-12 Barren County School District has repeatedly been identified as a “growth district” due to increase in student enrollment. The increase in enrollment has created a few challenges. To help with overcrowding at elementary schools near town, some of the preschool students were moved into a renovated building on Broadway Street. This building will continue to be utilized for preschool students and in the next couple of years, the rest of the building will be updated and renovated in order to house central office staff. In August 2018 the Barren County Innovation Zone, a new state of the art career and technical education facility, opened on the Barren County High School campus. The Innovation Zone was created to compliment hybrid programming offered at our high school and our Area Technology Center. Classroom and lab spaces provide career exploration and training for students in Biomedical/Health Science, Engineering & Design, Culinary Arts, and Information Technology/Computer Science. These programs accommodate student interest and focus on the priority sectors for future jobs in the Commonwealth. This is part of the overall Work Ready Skills Grant that awarded \$6.84 million to allow for the creation of a new regional technical campus. This renovation and modernization to the current ATC and additional CTE facility for BCHS, will help to blend both ATC offerings and Barren County programs, as well as, address current workforce needs of the community. Barren County Schools are known and respected across the state and nation for our academic and enrichment opportunities for students. Our schools are visited by other districts across the state, and our leaders often receive invitations to speak and present at national gatherings. The great things happening in Barren County continue to resonate with other educators. Barren County Schools is a participant in the Kentucky Innovation Lab Network which allows for access, training and resources for innovative approaches in teaching and learning among the twenty-nine member districts. In October, the Barren County Innovation Zone hosted the annual convening of the network allowing us to showcase the new learning facility. Barren

County Schools continues to push the bar higher in the abundance of career pathway offerings for students. Barren County is one of a select few districts to pilot the Commissioner's Computer Science Initiative, partnering with Apple and Code.org to provide progressive training, in addition to over 30 other career pathways for our students. Creating a pipeline for success in academic areas and exposure to Project Lead the Way (PLTW) Curriculum from preschool to high school, our students are exposed to innovation that would rival any school in the Commonwealth. Because our students are provided opportunities to stretch their learning each and every day, the Barren County School District community can be assured that students are receiving a rigorous and relevant curriculum. Many of our preschool students learn to read, and we have high school students who enroll in the Early College Magnet program. As a district we are also on the cutting edge of the latest educational research, including the work of John Hattie, James Nottingham, and John Antonetti. Our teachers and staff are trained by nationally-known presenters on these topics, with coaching and follow-up provided through building and district leadership. Impact teams at each school site consisting of teachers and administrators meet regularly to measure the effectiveness of these initiatives and determine next steps. Community Statistics In 2017, the population was 43,027 in Barren County. Ninety two percent of the Barren County community is white/caucasian. The largest minority population consists of 3% Black/African American. Our community trends toward low-income as the median household income in Barren County in 2016 was \$38,370; much lower than the state average of \$43,036 and national average of \$53,889 (Census ACS data). Our district participates in the Community Eligibility Provision (CEP) program, providing breakfast and lunch for all students at no charge. The current 2018 unemployment rate is 4.2% and 21.8% of residents live below the poverty level. According to the Kentucky Center for Education and Workforce Statistics (KCEWS), 20% of adults in our county have no high school diploma. Only 14.7% of adults in our county have a bachelor's degree or higher.

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### **District's Purpose**

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

In the Barren County School District, our focus is on every child along the with a vision for preparing students for life. Barren County programs and personalized support of each student and their families allow us to provide tools for success related to academics, social & emotional assistance , career options that exceed state averages, afterschool programming, community education, and relationships that support lifelong learning. The Strategic Planning Committee meets annually to update, revise, monitor, and prioritize goals in order to allocate resources. This committee consists of district administrators, parents, teachers, and community leaders. A few years ago, this team wrote the district mission statement for Barren County Schools. The mission of our district, "Where Opportunity Creates Success," along with our vision "BeCome Life Ready" are reinforced by our core values which state the "We are BC BeCause we believe in... Serving others through teamwork and collaboration Providing learning experiences that promote content mastery and critical thinking Demonstrating creativity and inventiveness in our work Taking ownership to find your path to success Being accountable to produce high-quality results Communicating in a peaceful and productive manner This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe, and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to be life ready. In order to accomplish this mission, we first begin by hiring and training a team of high-quality educators and exceptional support staff. To help ensure that those new to the education profession and our school district have a major impact on our students and community

and promote the district vision of our students becoming Life Ready, we have implemented a mentoring program that pairs new employees with a mentor who will be a source of guidance and support for the mentee throughout the year. Student success is our goal, and we strive each day to focus our resources and efforts toward this goal. We understand that children do not reach success in exactly the same way. Therefore, Barren County provides multiple pathways to success beyond the traditional system. For example, students may attend or take courses through BAVEL, PHOENIX, homebound, or our Alternative School. We are expanding efforts with programs like BCMS Renaissance that focuses on learning through project-based and blended learning. In addition BCHS and College Street have programs that concentrate on online and blended learning. Great efforts have been made to reach ALL students in our Barren County Schools. Over the past two years, we have embraced the PLTW LAUNCH program in our elementary schools in order to enhance our existing PLTW Gateway at the middle school and PLTW Engineering and Bio-Med programs. A new Computer Science initiative is also being implemented K-12 to prepare students for high demand computing careers in both the information technology and computer programming fields. Project Lead the Way programs: Biomedical Engineering Computer Science / Interapt App Development (newly offered). The Barren County School District strives to offer relevant career pathways for all students, based on workforce needs and priority sectors in the region. All students have the opportunity to participate in Career and Technical Education pathways that are a pipeline to both post-secondary education and careers. Programs offered include: Agriculture: Horticulture and Plant Science Systems, Animal Science, and Ag Power, Structural, Technical Systems PLTW Biomedical Science Business: Accounting, Marketing, E-Commerce, Administrative Support, Business & Marketing Education, Business Management Computer Science PLTW Engineering Family & Consumer Science: Early Childhood Education, Culinary Arts & Food Services Information Support & Services Cisco Network Administration Automotive Service Technician Construction/Carpentry CAD: Engineering Design, Architectural Designer JROTC Electricity: Residential Electrician, Industrial Electrician Assistant, Electrician Assistant Allied Health, Pre-Nursing, Phlebotomy, Pharmacy Technician HVAC: Environmental Control System Servicer Assistant Information Technology Welding Machine Tool Technology: Machinist Operator, Machinist Maintenance Mechanic Barren County Schools also provide high quality 21st Century Community Learning Centers and afterschool programs at all schools. In addition to homework help, academic tutoring, and academic target groups for reading and math, 21st CCLC provides STEM camps, fine arts activities, fitness, health, recreation, preparation for ACT, and college/ career explorations. We value our partnerships with our parents, families, and the larger community. In fact, one of the goals of the 21st Century afterschool programs is to involve the community in our schools. Quarterly Family Engagement Nights are organized to help educate families and students about career opportunities related to the KY Priority Sectors along with Agricultural and Hospitality Services, skill building, 95210 Wellness, in addition to showcasing student academic and enrichment activities. For example, one such event addressed how parents can help their children with homework and use household games to reinforce learning. As a district, we seek to actively engage and involve our parents and community in our schools by expanding our Parent Volunteer Program and by gaining input from our community through Strategic Planning. Barren County's District Wellness policy creates a culture of wellness for staff and students with a monthly incentive program related to 95210 We Can. Each 95210 wellness category is based on recommendations for sleeping adequately, eating fruits and vegetables, limiting screen time, increasing physical activities, and eliminating sugar-added beverages. In addition, all schools have a Tower to Table or Farm to Fork Programs to provide local produce in the cafeterias and to use for educational after-school programs. Students participate in the growing process at each school, and then the foods grown are used in the meals provided by the cafeterias. To keep our students safe, all of our schools have locked doors with monitoring systems in place. Our guests are asked to sign in and wear identification badges at all times. In addition to our ongoing training and networking with the Kentucky Center for School Safety, district



leadership have worked with local first responders for drills and communication to maintain efficiency in keeping our children safe. Through a partnership with the Barren County Sheriff's Office, our district has 4 full time School Resource Officers (SRO) in our buildings to assist our students and leadership teams. A S.T.O.P. tipline that allows students to anonymously report bullying, violence, and risky behavior safely and securely online is also monitored by the SRO and Director of Pupil Personnel who work with building principals to help stop and prevent these issues. Barren County High School has implemented a "See Something, Say Something" campaign promoting student awareness of those who are in need. For the 2018-19 school year, a full time mental health coordinator has been employed to serve the students of Barren County Schools.

## **ATTACHMENTS**

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### **Notable Achievements and Areas of Improvement**

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

As a district, our mission states "Where opportunity creates success. This will be demonstrated by providing high quality 21st century teaching that leads to learning in a healthy, safe and supportive environment. We will provide experiences and create opportunities which will ensure that our students will be prepared to be life ready. One way we measure our success as a district is by the Kentucky Assessment & Accountability System. In addition, we continually look for ways to involve as many students as possible by offering a variety of programs and opportunities. Our students compete in many arts competitions, club organizations, and service projects. With the help of grant dollars, nearly 16.2 million dollars since 2004, Barren County is an innovative and award-winning district. These are our most notable achievements in the areas that address our mission statement.

Recent State Assessment Results/Achievements

1. Barren County District Proficiency indicator exceeds the state averages at the elementary, middle, and high school levels.
2. Seventy percent of our elementary school students are scoring proficient or distinguished in the K-PREP social studies exam.
3. Barren Co. Middle School and Barren County High School students exceed the state average for proficient or distinguished in the area of reading.
4. At the high school level, the district Transition Readiness and Graduation indicators exceed the state.
5. Barren County High School's Transition Readiness Indicator is 74.8, which exceeds the state average by nearly 14 points.
6. Barren County Kindergarten Screening Data for 2018 indicated 64.5% of entering kindergarten students scored "Ready" to enter kindergarten, compared to 51.4% in Kentucky.
7. Barren County High School Junior ACT results indicated a composite of 19.8, which was an increase over the previous year, and exceeded the state by  $\frac{1}{2}$  a point.

Arts, Business, and other Academic Achievements

One of our middle school students and one of our elementary students followed in the tradition set by others for the last 7 years by being selected to serve as offices in the Junior Beta Club at the state level. One student was named President and one named reporter of the State Jr. Beta Club. Barren County has been known for having more participation than nearly all other districts in the state. Numerous Barren County students have received honors and awards throughout the last 7 years. Many of our students compete at the State Junior Beta Convention, and those winners move on to the National level. At the Kentucky State Jr. Beta Convention two Barren County students were elected to serve in state offices for the 2018-2019 school year. They also went on to run for national office at the National Jr. Beta Convention. North Jackson Elementary songfest placed 1st in the state finals and represented Barren County Schools at the National Jr. Beta Convention. Temple Hill Elementary placed 3rd in Songfest Division 2 and Barren County Middle School's group talent where top 5 finalist in Division 2 at state convention. There were many students who represented Barren County in other divisions at the

national convention including Temple Hill Elementary's Madison Turner taking 1st place in Social Studies Division I, Chesney McPherson 1st place Language Arts Division 2, Jack Massey receiving 1st place in Science Division 2, and Banner took 2nd place Division 2. Red Cross Elementary had students taking 3rd place in Division 1 Handmade Jewelry, Sketching and Wreath Making, along with Kaelin Burks taking 2nd place in Social Studies Division 1 and Conner Wyatt 2nd place in Woodworking Division 2. Red Cross' Scrapbook and Madyson Coats Special Talent took 1st place in their divisions and represented the school district at the National Jr. Beta Convention. Gentry Gray (Photography), Aleks Myers (Essay), Chelsea Whitlow (Essay), Elisabeth Payne & Gentry Gray (T Shirt Design) all placed 2nd in their division for their category. Park City's Robotics team took 2nd Place in Division 2. North Jackson's Grant Harper represented the school district at the National Jr. Beta Convention for a 2nd Place win in Speech Division 1. NJE was also represented at the National Jr. Beta Convention by sisters Tinsley and Presley Neagle. Tinsley placed 2nd in Special Talent & received a Golden Ticket to dance in the opening session, while Presley placed 1st in Math Division 2. Hiseville was had four first place wins to present at National Jr. Beta Convention: Ande Slinker (Science Division 1), Macy Sullivan (Social Studies Division 1), Katie Murphy (Poetry Division 2) and Banner Division 2. Other Hiseville winners included: Hayden Coomer (Language Arts and Black & White Photography 2nd Place Division 1), Carley Vincent (Color Photography 3rd Division 1), Landon High (Social Studies 3rd Division 2), Spotlight Your Club-3rd Division 2, T-Shirt & Speech Top 10 Finalist. Barren County Middle School's Colton Stephens took 3rd place in Science Division 2. The Quiz Bowl Team also took 3rd place Division 2 and represented the school at the National Jr. Beta Convention. Scrapbook & Spotlight Your Club were Finalist in Division 2. Finally, two students were awarded Golden Tickets to dance in the opening session at the National Jr. Beta Convention. In addition, Barren County Schools also had a large representation at the State and National Sr. Beta Conventions with the following results: Jentry Bowles-Language Arts 2nd Place (9th Grade) Diego Perez-Social Studies 3rd Place (12th Grade) Samantha Morgan-On-Site Pencil Drawing 3rd Place Club Trading Pin-1st Place Scrapbook-1st Place Campaign Skit-2nd Place Barren County High School was represented at the National Sr. Beta Convention by Show Choir who placed 1st and Group Talent who placed 2nd at the State Sr. Beta Convention. Reece Dicken, Lily Shipley, Annabelle Botts, Brianna Crowder, Cody Whitfield, and Nathaniel Clifford were awarded Golden Ticket Recipients to perform at the opening session. FBLA had 30 members place in 22 events at the regional competition, and 29 members place in 13 events at the state competition. Breanna Childress was elected Region 2 Secretary. A delegation of approximately 20 FBLA members also travel to the Fall National Leadership Conference each year. FBLA continues to work closely with Judge Executive Michael Hale to promote our community, our school, and our organization by attending the KY State Fair and working the Barren County booth, participating on various community committees, and by having two accounting students (and FBLA members) help with the county's fiscal budget. FBLA continues its community service work by providing meals and gifts during the holiday season, providing Halloween Safety Day at Red Cross Elementary, and working with the Boys and Girls Club. FBLA members have also started a coffee shop business operated through their business classes. They serve a variety of coffee, hot chocolate, and cappuccino daily, and fresh baked cookies on Fridays. In 2018, Barren County High School Bands were named with several accolades in numerous competitions, with concert band receiving straight distinguished ratings at the KMEA large ensemble assessment. Thirty-five students were named to the KMEA 3rd District Honors Bands. The marching band received one grand championship, two reserve grand championships, 4th place out 24 bands at the Mid-South Marching Invitational and 7th place out of 28 bands at the Contest of Champions at MTSU, becoming a finalist band for the 10th time. The strings program is now offered at all 7 elementary schools, the middle school, and the high school. The number of students involved continues to grow. Each year both the middle and high school students perform at KMEA Concert Festival receiving straight distinguished ratings on sight-reading and proficient and distinguished ratings for prepared pieces for Choir, Band, AND

Orchestra. We also have a large representation at the auditioned All-District Honors events and judged Solo and Ensemble festivals. Our BCHS students earned over 2.2 million dollars in academic scholarships (excluding KEES money and athletic scholarships) in the previous year. Up to 370 students in Barren County Schools may earn dual-credit in over 17 courses through Western Kentucky University (WKU), Murray State, or SKYCTC for the 2018-2019 school year. There are currently 13 Advanced Placement (AP) courses offered to Barren County students for college credit. As of 2016, we have 5 Barren County graduates that have attended the WKU Gatton Academy of Mathematics and Science in addition to three students who are currently attending during the 2018-2019 school year. The Barren County FFA Chapter attended numerous conventions and leadership events during the past year, including the following: Kentucky State FFA Convention (Lexington, KY), Kentucky FFA Leadership Training Center (Hardinsburg, KY), Kentucky State Fair (Louisville, Kentucky), and National FFA Convention (Indianapolis, IN). During the Kentucky State Fair, the Jr. Livestock Judging team received 1st place overall. FFA members also participated in several local and regional career development events and speaking contests. Four FFA members were awarded the American FFA Degree from the National FFA Organization and three FFA members were awarded the State FFA Degree from the Kentucky FFA Association. The Barren County FFA Chapter also received the State Gold Emblem Award from the Kentucky FFA Association for the 45th consecutive year! The Barren County FFA competed November 2018 at Murray State University in the FFA State Horsemanship and Veterinary Science CDE's. Barren County was represented very well once again. The Horsemanship Team placed 2nd in the state. Team members are Brianna Ridlen, Madison Harrison, Maycie Dilley, Kinley Kinslow. The Veterinary Science CDE team placed 1st in the Barren River Region and 12th in the state. Veterinary Science Team members are: Bethany Schalk, Zachary Owen, Gracie Vaught, Dillon Short. The Barren County School District is on the forefront of Computer Science education. Building off previous year's success as a pilot school for the Commissioner's Computer Science Initiative, the system has added additional student opportunities that feed the newly modified Computer Science pathway at BCHS. Included in these opportunities is an additional course section of Computer Science Discoveries at BCMS, the addition of a project-based programming course for exceptional freshman, the additions of App Development I and II to the BCHS course offerings, the addition of AP Computer Science A as the second AP course offering in Computer Science, the addition of a Cyber Security course at BCHS, and the formation and execution of Barren County Interapt/Skills. The Interapt/Skills program includes 35 participants who have been selected after a rigorous application process. In this program, participants from diverse backgrounds learn in a fully immersive environment from five to seven hours per day for a complete semester with the goal of exiting as junior level iOS mobile developers. Computer Science program enhancements also include hosting the second annual "Family Coding Night," offering opportunities for elementary gifted students to participate in project-based programming tasks, and offering district-led professional development opportunities for educators concerning the inclusion of Computer Science and programming education in the regular education classrooms. In addition, each elementary school is progressing toward the implementation of Computer Science education through added "special" course offerings, after school programs, and participating in the "Hour of Code" events hosted by code.org. The Barren County High School PLTW Biomedical Science program is one of nine Kentucky schools that received National Certification. The program has strong community partnerships with the UofL Residency program as well as members of our local medical community. Students participate in research projects with UofL residents and have internship opportunities with the new pharmacy technician program for 4th year Biomed students. The district has also been awarded the designation of "PLTW Showcase District" and has hosted regional events to support other districts in planning their own STEM initiatives. Additional Honors Barren County was one of 75 districts from across the state that was approved for the NonTraditional Instructional program to address instruction during inclement weather 2018-2019. In the prior year's, Barren County participated in the first expansion of districts to be allowed to

address learning in this way. As part of the Innovations Network, this approach allowed the district to continue learning over three days that would have been missed during previous school years. The district currently has five 21st Century Community Learning Center Grants that coordinate services & programs to extend learning more than 2 hours daily and throughout the summer. With a focus on P-3 reading intervention and other academic programs, all students are engaged in academic and enrichment opportunities beyond school hours. Barren County Schools received over 20 Gold ratings in Alliance for Healthier Generation Surveys related to policy, physical and health education, nutrition services, staff wellness, and family involvement. In addition, all schools participate in Farm to School initiatives with aquaponic and hydroponic gardens with greenhouses available at most schools. Nutrition Services is also a member of Kentucky Proud. Barren County Schools transportation director was named the KAPT Transportation director of the year for 2018. Barren County Schools and Nutrition Services have partnered to create a summer reading and feeding program to combat summer academic slide and hunger when school lunches are not provided. During the past summer, the mobile bus and vans delivered over 5000 children's books and over 67,000 meals to children in need. The program is called #BCReadsandFeeds, and we annually host a fundraiser called "Walk a Mile in Their Shoes" to raise awareness and funds to combat hunger in our community. The Barren County Board of Education has been awarded \$6.84 million in the first round of Kentucky Work Ready Skills Initiative funding to address local economy and job placement. The Kentucky Work Ready Skills Initiative is aimed at building a highly trained, modernized workforce in the Commonwealth to meet the needs of employers and promote sustainable incomes for Kentuckians. The Barren County Innovation Zone Project is a long sought-after vision the Barren County regional partners have developed as a result of extensive research and development on avenues to address the workforce and educational needs of the region. There are approximately 450 unfilled jobs in Barren County and over 6,000 vacant jobs in the South Central Kentucky region. The regional campus expansion will modernize and expand the existing Barren County Area Technology Center to provide updated equipment and added programming for students to obtain industry certifications as well as building a stronger bridge to postsecondary and employment opportunities. Additional Programs as an Outreach for students BCHS has developed STEM pathways with two Project Lead the Way programs - Biomedical Sciences and Engineering. Barren County High School received a PLTW Computer Science grant to pilot an additional course for CS called "Computer Science Essentials" for the 2017-2018 school year. Additional CS elective course and a project based capstone BC Skills course have expanded our offerings in the district. BCMS also has implemented a Gateway program for engineering that allows for advanced coursework for students in grades 7 & 8. The elementary pathway of PLTW Launch has elementary students participating in STEM learning as a building block to the middle and high school programs. We have an active Special Olympics organization (Flames basketball team) at the local, regional, and state levels. The high school, middle school, and alternative school have expanded offerings in chorus with additional staff. The choruses have received local and regional recognitions. BCHS Fine Arts Capstone encourages students to enter WKU with advanced credits in the area of Fine Arts. The Barren County High School Army Junior Reserve Officers' Training Corps (JROTC) is a course of instruction presented for academic credit in high schools by retired Officers and Noncommissioned Officers. At BCHS, students select JROTC as an elective course. The Senior Army Instructor (SAI) and Army Instructor's (AI's) are responsible to the Army and the school for all aspects of the operation of the JROTC unit. JROTC develops students, referred to as Cadets, towards character education, student achievement, wellness and leadership skills. To reinforce this culture our Cadets are organized into units with a Cadet chain of command. Cadets are mentored and developed in a classroom environment while utilizing out of classroom activities to reinforce learning and provide opportunity to enhance their leadership, personal skills, discipline, teamwork, and self-esteem. Collectively, these lessons motivate students (Cadets) to be better citizens. Our mission is "to motivate young people to be better citizens" and we have a long and proud tradition of service to the nation through the betterment of our youth. JROTC is not a

recruitment program for the military and participation in JROTC incurs no military obligation. The prerequisite to enroll in JROTC is completion of the eighth (8th) grade. The course length is normally four years at a traditional high school (grades 9-12). Other school approved special activities available to Cadets and encouraged by our Staff include: Military Balls & Awards Ceremonies, Color Guard & Drill Teams, Air Rifle Safety & Marksmanship Teams, JROTC Leadership & Academic Bowl (JLAB), JROTC Cadet Leadership Challenge (JCLC), Raiders & Physical Fitness Teams, POW/MIA Ceremonies and JROTC Club to list a few. The success of the Army JROTC program is largely due to the experience and commitment of our Instructors and the quality and dedication of our Cadets. Our Cadets join for a myriad of reasons: “because it’s different”, “it’s all about leadership and citizenship” and “it gives youth a great start in life! JROTC is a mutual effort between the Army and our High School to create successful students as Leaders while fostering a more effective and efficient learning environment. The goals of the JROTC program are to prepare students to: Act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce Engage civic and social concerns in the community, government, and society Graduate prepared to excel in post-secondary options and career pathways Make decisions that promote positive social, emotional, and physical health Value the role of the military and other service organizations Open to all Barren County High School students. The program is lead by Senior Army Instructor (SAI) LTC (Ret.) Davis “Scott” Walker and Army Instructor (AI): CSM (Ret.) Phillip D. Gearlds “ BCHSLive! Team” is a group of 11 high school students who are live streaming BCHS events such as sports, alumni recognition, success rallies, ground breakings, etc. BCMSLive! is a product of the BCHSLive! where the high school students are mentoring middle school students in streaming events at their school. This will help to ensure a quality of students each year for both programs. Areas of Improvement We are diligently working to reduce the number of students in Barren County who are scoring in the Novice range in the area math. To address this issue in math,two of our elementary schools (Park City and Red Cross) and Barren County Middle School are part of the Transformation Zone Coaching Model which will focus on mathematics instruction. In collaboration with KDE and GRREC, the Barren County District will create a District Implementation Team and three Building Implementation Teams to support and monitor teaching and learning in the area of mathematics. Professional Learning in the area of math will be offered to all teachers in the district as a part of this work. Five school leaders, and many aspiring administrators, are participating in a GRREC cohort to address professional learning for leaders in the district. This work helps to prepare our leadership teams and future leaders in researched based learning provided by some of the most noteworthy educators around the globe. College and Career Readiness is a continued area of focus. Barren County High School and College Street Campus will continue to implement a WIN (What I Need) class for 30 minutes daily to focus on the differentiated needs of all students. Students will engage in a variety of activities including Work Ethics/ Soft Skills, Current Events, Sustained Silent Reading, and ACT Prep sessions. Other targeted groups will participate in ongoing sessions related to meeting the various College and Career Ready benchmark and certification measures, in addition to skills remediation and intervention supports. The Phoenix Program and College Street Campus are also participating in industry tours, career and college readiness interventions and opportunities. A new College and Career Center provides expanded opportunities for students for college and career readiness, and all Barren County seniors will be able to apply for “Work Ethics Certification,” a local certificate recognized by local industry.

## **ATTACHMENTS**

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

### **Additional Information**

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

The district has a long-term strategic plan for our Board of Education. CDIP goals related to the Strategic Plan are also incorporated. Through ongoing planning and focus, both plans will enhance each other and focus our district on continual improvement in the areas of staffing, student involvement, innovative and research-based instructional strategies, and fiscal management. Through ongoing maintenance and development, the Barren County Schools will enhance communication with internal and external public groups with our web pages, One Call system, Remind 101, Class Dojo, Twitter, Instagram, and Facebook pages. The Barren County Website provides state of the art information and resources, as well as added accessibility features, for the BC community. The district has offers mobile app via the App Store and Google Play. This gives us the ability to add quick links to the most popular pages on the site and also allows for push notifications to all app users. There are currently 2361 registered app users. Our technology & safety infrastructure is in a multi-phase upgrade process which started with security cameras, door access, telephone systems, and intercoms. The district is also piloting additional Apps and devices to improve safety. This year the replacement and upgrade to internal networking and wireless access points has been the priority in order to enhance our capabilities for Bring Your Own Device (BYOD) and district devices. Our district is one of over 75 districts throughout the state who will implement a non-traditional learning plan this school year if needed. The snowbound plan, referred to as ilearn@home has been approved for up to 10 days of instruction. Teachers have worked diligently to prepare materials and lessons that will provide quality instruction for our students in case there are multiple absences due to weather conditions. Find out more about the Barren County Schools On the web at - [www.barren.kyschools.us](http://www.barren.kyschools.us) On Facebook at - <https://www.facebook.com/barrenschoools/> On Twitter at - [@barrenschoools](https://twitter.com/barrenschoools) On Instagram at - [barrenschoools](https://www.instagram.com/barrenschoools)

## **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: District Assurances Barren County 2018-2019

Phase Two: District Assurances

**Barren County**  
Bo Matthews  
202 West Washington Street  
Glasgow, Kentucky, 42141  
United States of America

Last Modified: 10/08/2018  
Status: Locked



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## Phase Two: District Assurances

### Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district 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.

## District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- Yes
- No
- N/A

### COMMENTS

### ATTACHMENTS

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

2. Our district 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

### ATTACHMENTS

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

3. Our district has planned strategies to recruit and retain certified teachers.

- Yes
- No
- N/A

### COMMENTS

### ATTACHMENTS

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

4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- Yes
- No
- N/A

### COMMENTS

### ATTACHMENTS

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

5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

12. Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance school's (TAS) program plan to ensure compliance and effectiveness.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

15. We certify that we are a District of Innovation and attach the approved application.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2018-19 Phase Three: The Superintendent Gap Assurance Barren Co

### Phase Three: The Superintendent Gap Assurance

**Barren County**  
Bo Matthews  
202 West Washington Street  
Glasgow, Kentucky, 42141  
United States of America

Last Modified: 11/16/2018  
Status: Locked



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## Phase Three: The Superintendent Gap Assurance

### Gap Target Assurance

As superintendent of the district, I hereby certify that:

- **no school in the district has failed to meet its gap target for two (2) consecutive years.**
- the following school(s) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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