

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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, Baldrige, 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.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, 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.

1: Proficiency Goal

Goal 1: Montgomery County High School will increase proficiency in reading from 56.3% to 78.2% and increase proficiency in math from 33.1% to 66.7% by the year 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Demonstrate proficiency from 56.3% in 2019 to 58.3% in 2020 as measured by Reading on the ACT in 2019 and Reading on the 10th Grade K-Prep assessment beginning in 2020.	Strategy 1: Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with revised Kentucky Academic Standards for ELA KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Activity - Unit Design: English teachers will utilize common planning to design standards based units of instruction based on course long-range plans.	Common units of instruction		\$0
		Activity - Learning Targets: English teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate unit standards.	Regular and consistent monitoring		\$0
		Activity - Assessment Design English teachers will work in course level PLCs to design common assessments for each unit of study.	Common assessments and monitoring		\$0
		Activity - GradeCam English teachers will utilize GradeCam to grade common summative assessments. They will meet after each assessment to analyze data and make informed decisions about instruction.	GradeCam and data analysis		\$3500
		Activity - Instructional Coaching Instructional coaches will work with English teachers and administrators through PLCs and classroom visits to assist teachers with teaching strategies and implementation of standards.	Formal evaluations demonstrate improvement in performance standards		\$0
	Strategy 2: Reading Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Reading. KCWP 4: Review, Analyze and Apply Data	Activity - Tribe Time Students identified as needing improvement through MAP testing and/or common assessment data will be pulled during Tribe Time in order to master standards.	Growth of reading students		\$0

		Activity - MAP Testing Students in grades 9 and 10 will participate in MAP testing during the Fall, Winter and Spring terms. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and Tribe Time intervention.	Data Day work, PLC		\$0
Objective 2: Demonstrate proficiency from 33.1% in 2019 to 36.1% in 2020 as measured by Math on the ACT in 2019 and Math on the 10th Grade K-Prep assessment beginning in 2020.	Strategy 1: Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with revised Kentucky Academic Standards for Math. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Activity - Unit Design: Math teachers will utilize common planning to design standards based units of instruction based on course long-range plans.	Common units of instruction		\$0
		Activity - Learning Targets: Math teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate unit standards.	Regular and consistent monitoring		\$0
		Activity - Assessment Design Math teachers will work in course level PLCs to design common assessments for each unit of study.	Common assessments and monitoring		\$0
		Activity - GradeCam Math teachers will utilize GradeCam to grade common summative assessments. They will meet after each assessment to analyze data and make informed decisions about instruction.	GradeCam and data analysis		\$3500
		Activity - Instructional Coaching Instructional coaches will work with Math teachers and administrators through PLCs and classroom visits to assist teachers with teaching strategies and implementation of standards.	Formal evaluations demonstrate improvement in performance standards		\$0
		Activity - Tribe Time Students identified as needing improvement through MAP testing and/or common assessment data will be pulled during Tribe Time in order to master standards.	Growth of reading students		\$0
	Strategy 2: Math Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in math. KCWP 4: Review, Analyze and Apply Data				

		Activity - MAP Testing Students in grades 9 and 10 will participate in MAP testing during the Fall, Winter and Spring terms. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and Tribe Time intervention.	Data Day work, PLC		\$0
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2: Separate Academic Indicator

Goal 2: Montgomery County High School will increase proficiency in writing from 51% to 75.5% and science from 39.3% to 69.6% by the year 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Demonstrate proficiency from 51% in 2019 to 53.2% in 2020 as measured by K-Prep On-Demand Writing.	Strategy 1: Integrating writing strategies into English curriculum KCWP 2: Design and Deliver Instruction	Activity - Unit Alignment English teachers will work together in department and grade level PLCs to modify unit plans each year to provide additional opportunities for student writing based on data from the previous year.	Unit and Lesson Plans		\$0
		Activity - On-Demand Prompts English teachers will provide opportunities for students to practice and score on-demand like prompts throughout the year.	Unit and Lesson Plans		\$0
	Strategy 2: MCHS Writing Policy KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	Activity - MCHS Writing Policy Implementation English department with administration and curriculum will work with other departments to implement a school-wide writing plan and ensure that students have multiple opportunities for writing.	Unit and Lesson Plans		\$0
Objective 2: Demonstrate proficiency from 39.3% in 2019 to 42.1% in 2020 as measured by K-Prep Science assessment.	Strategy 1: Curriculum Standards Alignment Work –MCHS Leadership will work with teachers to utilize common planning time and professional development days to align curriculum with NGSS. KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Activity - Unit Design: Science teachers will utilize common planning to design standards based units of instruction based on course long-range plans.	Common units of instruction		\$0
		Activity - Learning Targets: Science teachers will work in course level PLCs to develop daily learning targets that are aligned to the appropriate unit standards.	Regular and consistent monitoring		\$0
		Activity - Assessment Design Science teachers will work in course level PLCs to design common assessments for each unit of study.	Common assessments and monitoring		\$0

		<p>Activity - GradeCam Science teachers will utilize GradeCam to grade common summative assessments. They will meet after each assessment to analyze data and make informed decisions about instruction.</p>	GradeCam and data analysis		\$3500
		<p>Activity - Instructional Coaching Instructional coaches will work with Science teachers and administrators through PLCs and classroom visits to assist teachers in teaching strategies and implementation of standards.</p>	Formal evaluations demonstrate improvement in performance standards		\$0
		<p>Activity - Science TCT Science teachers work in content based and department PLCs to implement, score and discuss Through Course Task.</p>	Completion of TCT		\$0
	<p>Strategy 2: Reading Interventions - MCHS teachers will use assessment and classroom data to identify students needing interventions and remediation in Reading.</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Activity - Tribe Time Students identified as needing improvement through MAP testing and/or common assessment data will be pulled during Tribe Time in order to master standards.</p>	Growth of reading students		\$0
		<p>Activity - MAP Testing Students in grades 9 and 10 will participate in MAP testing during the Fall, Winter and Spring terms. Teachers will work during data days and PLCs to determine gaps in learning and make plans on how to address those through regular instruction and Tribe Time intervention.</p>	Data Day work, PLC		\$0
	<p>Strategy 3: Science Administration Training - Administration will attend PIMSER Science Administrator Training</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity - Training Administration will attend the 3 part PIMSER training to learn specifics about observing Science instruction.</p>	Admin attendance to PIMSER training		\$300+

		Activity - Information Rollout Administrators that attend PIMSER training will bring back information and share with Science during department PLC time. This information will be used to guide observations in science classrooms and what instruction with the NGSS should look like.	PIMSER observation tool used during science walkthroughs		\$0
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3: Achievement Gap

Goal 3: Montgomery County High School will increase proficiency for students with disabilities in reading from 12.5% to 56.3% and mathematics from 0% to 50% by the year 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Demonstrate proficiency for students with disabilities from 12.5% in 2019 to 16.5% in 2020 as measured by Reading on the ACT in 2019 and Reading on the 10th Grade K-Prep assessment beginning in 2020.	Strategy 1: School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels. KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Activity - Data Analysis Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MAP data and state testing data to identify students that are in need of additional support and remediation in reading.	Common units of instruction		\$0
		Activity - Tribe Time Students with an IEP that need additional support and remediation will be pulled by teachers and/or case managers during Tribe Time.	Regular and consistent monitoring		\$0
	Strategy 2: Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs. KCWP 5: Design, Align and Deliver Support	Activity - Scheduling Students with an IEP will be placed in appropriate courses (co-teaching/resource) based on their individual identified needs.	Student achievement data		\$0

<p>Objective 2: Demonstrate proficiency for students with disabilities from 0% 2019 to 4.5% in 2020 as measured by Math on the ACT in 2019 and Math on the 10th Grade K-Prep assessment beginning in 2020.</p>	<p>Strategy 1: School Wide Interventions - Staff at Montgomery County High School will utilize various methods of the RTI structure to identify and provide strategies to address students that are identified in the gap group and are scoring in the novice and apprentice levels.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Activity - Data Analysis Teachers will utilize common planning time, PLCs and district data days to analyze summative and formative data, MAP data and state testing data to identify students that are in need of additional support and remediation in math.</p>	Common units of instruction		\$0
		<p>Activity - Tribe Time Students with an IEP that need additional support and remediation will be pulled by teachers and/or case managers during Tribe Time.</p>	Regular and consistent monitoring		\$0
	<p>Strategy 2: Intentional Scheduling - Case managers and the scheduling team will work together to build the schedule and schedule students with IEPs.</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity - Scheduling Students with an IEP will be placed in appropriate courses (co-teaching/resource) based on their individual identified needs.</p>	Student achievement data		\$0

4: Growth

Goal 4 : Not required for High School					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5: Montgomery County High School will increase the percentage of students graduating career ready from 75.4% to 85.4% academic ready from 63.8% to 73.8% by the year 2030.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students graduating career ready from 75.4% in 2019 to 76.4% in 2020.	Strategy 1: Utilize CCR Coach - MCHS has a designated College and Career (Transition) Readiness Coach that works directly with our CTE teachers, administrators and transition data. KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Activity - Transition Readiness Document CCR Coach uses an excel sheet to track graduating seniors transition readiness data. This includes students End of Program scores and Industry Certificates for Career and Technical Education, ACT scores, Advanced Placement exam scores and dual-credit course grades.	Career readiness data	CCR Coach will periodically update and share spreadsheet with administrators.	\$0
		Activity - End of Program Prep Our College and Career Readiness coach will work with CTE teachers to help prepare students for EOP exams and work with students on transition goals.	EOP scores		\$0
	Strategy 2: Student Scheduling - MCHS teachers, admin and staff will work as a team to successfully schedule students into appropriate courses to ensure completion of dual-credit, AP and career pathways. KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Activity - Student Scheduling Students will work with teachers and counselors to intentionally schedule classes for the upcoming year. Students will be given scheduling sheets and work with their teachers to ensure they are continuing in the appropriate course work.	75% or better schedule completion		\$0
		Activity - Master Schedule Scheduling team will work to ensure students are able to complete pathways by placing courses with the least number of student restrictions when building the master schedule.	75% or better schedule completion		\$0

	<p>Strategy 3: Curriculum and Instruction</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>Activity - Standards Alignment CTE teachers will work to align curriculum and learning targets to appropriate state standards for their content area.</p>	Classroom Walkthroughs		\$0
		<p>Activity - Data Day CTE teachers will work with administrators and CCR Coach on data day to analyze previous year's data on EOP exams and work on a plan for the upcoming year.</p>	EOP scores		\$0
		<p>Activity - Professional Development CTE teachers will attend their annual summer conference. They will bring back strategies and information for the upcoming year to use in their classroom.</p>	PD Certificates		\$0
<p>Objective 2: Increase the percentage of students graduating academic ready from 63.8% in 2019 to 64.8% in 2020.</p>	<p>Strategy 1: ACT Modeling and Design - MCHS will utilize Torchprep and Mock ACT assessments to model the structure and make-up of the test and to help students with strategies.</p> <p>KCWP 5: Design, Align and Deliver Supports.</p>	<p>Activity - ACT Conferences Administration will conference with students and set goals for the ACT in March.</p>	Conferencing document		\$0
		<p>Activity - Mock ACT and Classroom Benchmarks Students will take classroom benchmarks in junior level core content courses at the beginning of the year and a full length Mock ACT will be given to all 9th, 10th and 11th grade students in November.</p>	Benchmark and Mock Data		\$0
		<p>Activity - Torchprep Student Blitz Data from the November Mock ACT will be collected and 50 juniors will be selected to participate in a 2 day ACT Blitz provided by Torchprep. This will take place in January.</p>	Student growth from Mock ACT to March ACT		\$8000

	<p>Strategy 2: Utilize CCR Coach - MCHS has a designated College and Career (Transition) Readiness Coach that works directly with our administrators and transition data.</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity - Transition Readiness Document CCR Coach uses an excel sheet to track graduating seniors transition readiness data. This includes students End of Program scores and Industry Certificates for Career and Technical Education, ACT scores, Advanced Placement exam scores and dual-credit course grades.</p>	Academic readiness data	CCR Coach will periodically update and share spreadsheet with administrators.	\$0
	<p>Strategy 3: Curriculum and Instruction</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<p>Activity - Standards Alignment AP and dual-credit teachers will work to align curriculum and learning targets to appropriate college board standards and corresponding college/university curriculum.</p>	Classroom Walkthroughs		\$0
		<p>Activity - AP Goal Meetings AP teachers will meet with administration to review testing data from the previous year. They will discuss celebrations and challenges they faced, set goals for the upcoming year and work on a classroom plan.</p>	AP Monitoring Meeting, classroom walkthroughs		\$0
		<p>Activity - Professional Development Select AP teachers will attend the Summer AP Institute. Teachers will be chosen based on last date of attendance. MSU dual-credit teachers will attend their annual summer session for updates to the program and to meet with MSU professors.</p>	PD Certificates		Varies

6: Graduation Rate

Goal 6: Montgomery County High School will maintain a graduation rate of 95.8% or higher through the year 2030.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Maintain a graduation rate of 95.8% or higher as measured by 4-year cohort graduation rate.	Strategy 1: Stakeholder Collaboration - MCHS works with various stakeholders to collaborate together to ensure students graduate on-time. KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Activity - Tribe Time All students will be placed in student chosen Tribe Times where teachers will work on building relationships, discussing graduation requirements, scheduling courses and various other school related topics.	Meetings each week		\$0
		Activity - DPP Monitoring MCHS administration and attendance clerk works with the Director of Pupil Personnel to identify students in danger of becoming truant and falling behind.	Increased attendance of at-risk students		\$0
		Activity - Career Readiness Pathways MCHS provides students throughout high school with career and technical education courses to prepare them for successful transition from high school to the work force or college.	Career Pathway completers		\$0
		Activity - Targeted Interventions Interventions provided through classrooms and Tribe Time, extended school services, intentional scheduling, and identifying at risk students.	Successful graduation		\$0
		Activity - Early Warning Counselors at the high school will use this tool to identify students who are "at-risk" of not graduating. Appropriate interventions are determined based on the information and implemented by school teams.	Successful graduation		\$0

		<p>Activity - Blue Bear Monthly meeting to identify, discuss, and monitor students who have been identified in danger of not graduating high school. Intervention plans will be created and monitored for these students. Mentors will be assigned to help check in on students identified in Blue Bear.</p>	Successful graduation		\$0
		<p>Activity - At-Risk Committee Teachers recommend students who are having difficulties with behavior or academics to the at-risk committee. The at-risk committee meets monthly to discuss recommended students and brainstorm suggestions to help students to be successful.</p>	Successful graduation		\$0
		<p>Activity - Senior ICU During the 3rd and 4th grading periods, seniors in danger of failing required courses for graduation are identified and placed in senior ICU during Tribe Time. Counselors and administrators monitor student work and interventions.</p>	Student completion of credits and graduating on time.		

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification Of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "[Documenting Evidence under ESSA](#)" resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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