

## Phase Two: Russell County Schools 2018-2019 Needs Assessment for Districts

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?

In the fall of each school year, every school in the district sets aside days for intentional analysis and review of assessment data. Assessment data consists of state and benchmark assessment results, as well as, STAR, Lexia, Mastery Prep, common classroom assessments etc... School level data reviews are held throughout the year in PLC's and after each district MAP and easyCBM benchmark assessments. Schools will analyze the data and make necessary adjustments to lessons, pacing, and instruction based on student needs. School and District Administration, Instructional Coaches, and teachers meet as needed to conduct needs assessments for grade and/or content level teams. There are two planning and professional learning days set aside in the calendar which provide schools the time needed to analyze data and make instructional decisions to better meet each students individualized learning needs. All schools have already or are implementing this year, Data Driven PLC's which will focus on current student data to ensure that we are "Naming and Claiming" students and their learning needs. School level School Improvement Plans are discussed, reviewed, and approved by SBDM Councils. The district team is made up of the Superintendent of Schools, Director of Curriculum and Instruction and Federal Programs, District Assessment and CTE Coordinator, Director of Special Education, Director of Pupil Personnel, Instructional Coaches, school counselors, school administration, Gifted and Talented Coordinator, and the EL Coordinator. This team will meet routinely throughout the year to conduct needs assessments for the district by level, grade, or by group to help create a plan of action for needed areas of concern to help all students reach proficiency. Data from the Title I Survey in which stakeholders give feedback on how programs such as Title I are positively impacting student learning is reviewed at the school and district level. At the school level, SBDM councils are presented with the schools Title I Survey results where it is reviewed and discussed to see stakeholders perception of the climate of the schools. Each year, the district holds a Title I Community Meeting to discuss the results of the survey and to inform stakeholders of the results and what the district and school plans to do to make any necessary changes to meet the needs of the students and to improve any issues regarding the climate of the schools. We have also reviewed the data of the Literacy Survey that students completed in May of 2018. This literacy survey gave the district and schools an inside look at student perception about literacy and how often they are engaged in activities to improve their literacy. Schools will in turn take the results and make changes to incorporate more research and evidence based literacy activities in the classroom using new literacy programs in all content areas. The district and schools also have Literacy Team which include school and community stakeholders to review how the district and literacy plans are being implemented and to ensure that the components of the plans are on track. Data from district benchmarks and classroom formative and summative assessments are also reviewed as evidence for growth. Additionally, the Title IV survey focused on safety, wellness, and technology. This survey was an avenue that allowed us to gain input about the areas these federal dollars are used for are truly the areas of most need. Through this survey, safety was found to be a stakeholder concern. As a result, the school district has hired an additional school resource officer to patrol the campuses and be an additional line of defense for our schools. The results also showed an expressed interest in additional STEM type courses. As a result, Project Lead the Way has been started for high school students to take courses in. The program is geared towards engineering and the teacher has received many hours of intense professional learning to teach the course and a new lab has been equipped with 30 new computers for student use for this class.

## 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.

CURRENT ACADEMIC STATE: HIGH SCHOOL ACT English 19.2 in 16-17 to 19.2 in 17-18 (no change) ACT Math 19.4 in 16-17 and 18.8 in 17-18 (-0.6) ACT Reading 20.1 in 16-17 and 19.8 in 17-18 (-0.3) ACT Science 19.2 in 16-17 and 19.1 in 17-18 (-0.1) ACT Composite 19.6 in 16-17 and 19.3 in 17-18 (-0.3) READING ALL STUDENTS - (N) 23.9%, (A) 31.0%, (P) 33.3%, (D) 11.7% FREE/REDUCED - (N) 28.5%, (A) 32.8%, (P) 29.9%, (D) 8.8% DISABILITY - (N) 66.7%, (A) 20.0%, (P) 6.7%, (D) 6.7% MATH ALL STUDENTS - (N) 26.5%, (A) 35.3%, (P) 34.0%, (D) 4.2% FREE/REDUCED - (N) 33.3%, (A) 37.7%, (P) 26.1%, (D) 2.9% DISABILITY - (N) 70.6%, (A) 29.4%, (P) 0%, (D) 0% ON-DEMAND WRITING ALL STUDENTS - (N) 9.3%, (A) 30.4%, (P) 43.5%, (D) 12.5% FREE/REDUCED - (N) 12.5%, (A) 31.6%, (P) 43.4%, (D) 12.5% DISABILITY - (N) 46.7%, (A) 53.3%, (P) 0%, (D) 0% GRADUATION RATE - 96.5% TRANSITION READINESS - 76.0% CURRENT ACADEMIC STATE: MIDDLE SCHOOL - Using the 2017-2018 and 2016-2017 KPREP state assessment results, RCMS students scored 65% P/D in reading, which was an increase of 3.3% from 2016-2017. - In math, 55.6% of students scored at the P/D level. This was a 5.7% increase. - RCMS students scored above the state average in all tested areas with the exception of science which had a difference of .8%. - Saw a reduction of students scoring novice in reading and math on KPREP. - We have 87.7% of students identified with disabilities scoring below proficiency in reading and 92.3% in math. RCMS was identified as a TSI school in the area of disability, which will be a focus for the 2018-2019 school year. CURRENT ACADEMIC STATE: ELEMENTARY - Using the 2016-2017 and 2017-2018 KPREP state assessment results at the elementary level, we saw a 4.1% increase in students who scored at the proficient level or above in reading. - We also saw a 7.7% increase in students who scored at or above proficient in math. - Students identified with disabilities had an increase of 29.4% scoring at the proficient level or above with 50% scoring proficient or above in reading compared to 20.6% in 2016-2017. - In math, students identified with disabilities also improved raising the percentage of students scoring proficient or above from 11.8% in 2016-2017 to 24.4% in 2017-2018. - Students identified as free and reduced lunch also improved as measured by the KPREP state assessment with a 2.5% increase in reading and a 7.8% increase in math from 2016-2017. The district averages for all accountable subjects(reading, math, social studies and writing) had a reduction in novice. We have no TSI identified elementary schools. CURRENT NON-ACADEMIC STATE: HIGH SCHOOL - Discipline Events decreased from 488 in 2016-2017 to 471 reported events in 2017-2018. Attendance has remained the same over the past three years at 93%. CURRENT NON-ACADEMIC STATE: MIDDLE SCHOOL - Although the average students attendance rate is being maintained, students who are habitually absent remain are a priority. According the the Attendance Day Count Report from Infinite Campus, students with six or more unexcused absences decreased from 101 in 2016 to 92 in 2017, but ironically rose back to 101 for 2018. However, the district and

schools will continue to make a concerted effort to reduce this number. Using PBIS in several of our schools and school counselors meeting face-to-face with these students to encourage school attendance, letters of support that are being sent home to parents at the middle school and student progress is always being monitored for identified students. **CURRENT NON-ACADEMIC STATE: ELEMENTARY** - Attendance at the elementary schools has remained at 95.6% over the past two years. We will continue to target students who are habitually absent or tardy to school and encourage the student and their parents to be at school where they can learn and not get behind their peers. Behavior events slightly increased in the 2017-2018 school year from 190 events to 199 in 2017-2018. We will continue to use PBIS/other programs to promote high expectations for behaviors and procedures in hopes to reduce the amount of behavior events in our schools.

## 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.

**\*\*RUSSELL COUNTY HIGH SCHOOL:\*\*** Areas of concern for RCHS continue to be the academic performance among our students in our identified gap groups. The specific gap group populations that RCHS has identified as the biggest priorities and areas of concern are as follows: **READING Disabilities** - 66.7% Novice compared to 23.9% Novice of All Students, 13.3% Proficient/Distinguished compared to 45.1% of All Students. Males - 32.1% Novice compared to 15.9% of Females, 35.8% Proficient/Distinguished compared to 54.2% Females **MATH Disabilities** - 70.6% Novice compared to 26.5% of All Students, 0% Proficient/Distinguished compared to 38.1% of All Students Males - 31.8% Novice compared to 21.3% Females, 31.8% Proficient/Distinguished compared to 44.4% Females **WRITING Disabilities** - 46.7% Novice compared to 9.3% of All Students, 0% Proficient/Distinguished compared to 60.3% of All Students Males - 15.1% Novice compared to 3.7% Females, 41.5% Proficient/Distinguished compared to 78.7% Females **SCIENCE Disabilities** - 31.3% Novice compared to 21.0% of All Students, 6.3% Proficient/Distinguished compared to 30.8% of All Students Males - 27.4% Novice compared to 14.8% Females, 25.5% Proficient/Distinguished compared to 36.1% Females RCHS has identified that students in the disability subgroup must be a priority this year. Students in this particular subgroups are performing well behind their peers across the board in all content areas. There is an proportional number of students falling in the Novice category in all content areas and there are few and in most cases, no students performing at the proficient and distinguished level. This must be an urgent area of concern for RCHS to move forward as a school and see overall improvement. Additionally, the male population of students is performing lower than the female population across the board. This is also an area that will be a focus for the school this year. **\*\*RUSSELL COUNTY MIDDLE SCHOOL\*\*** Again, students with disabilities remain a top priority for the middle school. Students with disabilities scored 87.7% below proficiency in reading, 92.3% below proficiency in math, 94.4% below proficiency in science, 84% below in social studies and 96% below proficiency in on-demand writing. More specifically, 12.3% of students with disabilities scored proficient/distinguished in reading and 7.7% in math as opposed to 65% of students without disabilities in reading and 55.6% in math. As a result of this one subgroup being at or below the performance of all students in any of the lowest-performing 5% of schools, RCMS is identified for Targeted Support and Improvement (TSI) Tier II. Although the average students attendance rate is being maintained, students who are habitually absent remain are a priority. According the the Attendance Day Count Report from Infinite Campus, students with six or more unexcused absences decreased from 101 in 2016 to 92 in 2017, but ironically rose back to 101 for 2018. However, RCMS continues to make a concerted effort to reduce this number. Our school counselor is meeting face-to-face with these students, letters of support are being sent home to parents and student progress is being monitored. **\*\*RUSSELL COUNTY ELEMENTARY SCHOOLS\*\*** At the elementary level, students identified with disabilities is a concern as well. Even though they did show improvement in all subjects areas with the exception of writing, they still remain constantly scoring below their peers and the state average. Ironically, the gap between all students in reading and the disability group had the smallest gap of only 9.9% with all students scoring at the proficient and distinguished (P/D) level was 59.9% and students with disabilities scoring P/D was 50%. In math, 53.2% of all students scored at the P/D level, compared to only 24.4% of students with disabilities scoring P/D. In science, 36.2% of all students scored P/D compared to only 25%. In social studies, the percentage of students scoring P/D in the all students group, was 63.7% P/D; whereas only 33.3% of students with disabilities scored P/D. A continued concerted effort will be made at the

elementary level to meet students with disabilities at their point of need, adjusting instruction, incorporating multiple evidence and research based strategies, and more focused and intentional interventions. Secondly, another subgroup of focus are students identified as homeless. Reading once again had the smallest gap with all students scoring at the P/D level was 59.9% and students in the subgroup of homeless scoring 58.7, only a 1.2% difference. But students in the subgroup of homeless scored well below all students in math, science and writing. Only 36.5% of students in this subgroup scored P/D in math compared to 53.2% of all students, a 16.7% gap. The gap for science is 11.2% with 25% of students in the homeless group scoring P/D compared to 36.2% of all students. Writing has the largest gap of 33%. All students scoring P/D was 53% whereas only 20% of students in the homeless group scored P/D. Efforts are being made to ensure vertical and horizontal alignment is occurring, attention to common math vocabulary is being used at each school, common math constructed response acronym is being introduced, professional learning for math and writing is being offered for regular and special education teachers to attend to help gain knowledge and skills in an effort to increase teacher effectiveness.

## Trends

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

**\*\*ACADEMIC** - Overall, the trend data shows that students with disabilities continues to be our largest area of needed improvement in all schools. Students in this particular subgroup are consistently scoring significantly below their similar age peers as well as below state averages of the same subgroup. This has been consistent over the last several years and across all content areas. Our middle school was identified as a Targeted Support and Improvement (TSI) Tier II for students with disabilities. Utilizing evidence-based interventions in addition to the core to individualize and scaffold instruction for students is critical at all schools. Continual progress monitoring of student data to guide instruction will increase student achievement. In previous years, our free and reduced population of students had exhibited a significant achievement gap with all students. However, over time, this gap the gap is decreasing in reading and math.

**\*\*CULTURAL\*\***The results from the most recent TELL survey show that 91.1% of teachers feel that their school is a good place to work and learn. This percentage is up from 89.0% the 2015 Tell Survey. So overall, we feel that we have many positive conditions in our district. From Facilities and Resources, Managing Student Conduct, Teacher and School Leadership, Professional Learning and Instructional Support, all had positive responses. Title I funds are used for additional teachers to help schools with higher populations of students coming from poverty. Using the results from the TELL Survey, one area that needs to be addressed is uninterrupted time in the classroom. Even though the percentage of teachers reporting that their school was a good place to work and learn, use of time the classroom was the overall lowest category of the TELL Survey. Measures are in place at each school of how to handle classroom interruptions during instructional time. The school district will continue to monitor that protocol about classroom interruptions is understood and followed at all schools. **\*\*BEHAVIOR/ATTENDANCE\*\*** In 2016-17 there were 852 discipline events documented. In 2017-18, there were 773 discipline events. Programs such as Positive Behavior in Schools(PBIS) and Academic Behavioral Response to Intervention (ABRI) are being used to help with student behavior in the schools. Project Wisdom, a character education program, is utilized each morning at the middle school during morning announcements with a mini-lesson presented to the student body. The district will help provide any needed resources and supports necessary to help reduce the amount of time students are spending out of class in other settings rather than the regular classroom. Through Title IV an additional safety resource officer has been hired by the district to be on the campuses daily. School attendance has remained the same over the past three years at 95%.

## 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](#)

For the 2018-2019 school year we will continue to focus on the processes, practices, or conditions you see below. We will provide the resources needed and efforts will be made in order to produce the desired changes. Professional learning may be offered in any of these areas when the district feels it is needed to ensure teacher effectiveness and equitable access. KCWP #2 - Design and Deliver Instruction - Teachers will continue to meet in PLC's during common planning times, weekly meetings, or after school to make adjustments to instruction for all students. This will ensure on-going professional conversations about data and literacy strategies they have learned through the Striving Readers Literacy Grant (SRCL) that will lead to more effective instruction. Doing so will aid students who are failing to master grade level standards. Additionally, teachers will meet during district planning days incorporated into the school calendar for further opportunities to design effective instruction. Teachers will continue to ensure that Tier I instruction and assessments are meeting the intent of the adopted standards, as well as monitoring the learning before, during, and after instruction (Explicit Instruction). KCWP # 4 Data Analysis will occur as a common process during grade/content level PLC's at all schools. Teachers and administrators will analyze common classroom assessments, district MAP and easyCBM benchmark assessment data (funded by the Striving Readers Literacy Grant (SRCL), and state test data. Teachers will "name and claim" students and adjust instruction based on student needs from a triangulation of the their data. Teachers will use the Plan, Do, Study, Act Model when meeting in PLC's to keep everyone focused and on task so that the PLC's are meaningful and successful. KCWP #3 Assessment Literacy is a practice in which most of our teachers have had training, but we need to ensure that all teachers understand the balanced assessment system, assessment design, evaluating assessments, and how to give effective feedback. We will continue to monitor the quality of assessments and their implementation. Professional learning or coaching will occur as needed with new teachers or any teachers needing it. KCWP #5 Design, Align, and Deliver Support Processes with Sub-Group Focus - monitor and evaluate teachers to ensure high levels of teacher effectiveness and that student learning is occurring for all students in all sub-groups. When needed, instructional practices and changes to pacing will occur for students who are struggling (RTI one-on-one, Resource, fluid grouping for instruction, etc...). For the 2018-2019 school year, teachers and students in grades 3-11 have access to MAP Skills which is a program which uses the students MAP RIT score or grade level to individualize learning needs (Funded also by SRCL Grant). District and School Leadership will measure the effectiveness of current programs and initiatives implemented in classrooms and schools for all students, especially focusing on students identified as students with disabilities. KCWP #6 Establishing Learning Culture and Environment - Ensure conditions and a system are in place where teachers have the necessary resources for fostering a culturally responsive environment to student needs. Ensure that students understand the behavior system in place (PBIS) that supports a safe, supportive environment where they can and want to learn. Ensure that processes are in place to communicate learning and potential barriers to parents about their child's learning.

## 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%.

**\*\*RUSSELL COUNTY HIGH SCHOOL\*\*** The high school has many areas that could be considered strengths, but there are two areas that are consistently considered leverages for the school that have exhibited significant growth over the last several years. The first is the graduation rate. Several years ago, this was an area of concern for the school. In 2012-13, the graduation rate was only 88.9% and the school recognized that this was a matter of urgency. Delivery targets were not being met in this area and the school discussed ways to improve. The Laker Success Academy was developed as a result. The academy services students that have unique learning needs in a separate facility and reaches the most at-risk students. Through the Laker Success Academy, students are offered flexible scheduled, personalized learning opportunities, and opportunities for credit recovery. Each student is worked with on an individual basis to help them find success and obtain a diploma. As a result, RCHS has seen a major increase in the number of students graduating each year. The overall graduation rate has increased from 88.9% in 2012-13 to 96.5% in 2017-18. Another area that continues to be a strength for the high school is transition readiness (formerly college and career readiness). Year after year, RCHS continues to find itself performing well above most of the state in this area. With a strong CTE department in the high school and an incredible local area technology center, students at RCHS have opportunities in eleven different career pathway areas. In addition, students have the opportunity to do job co-op, receive industry certifications, and be part of one of the state's models for apprenticeship programs. Since 2012-13, the transition readiness score for RCHS has increased from 66.7 to 77.3 in 2017-18, which placed RCHS in the top 40 in the state in this area. **\*\*RUSSELL COUNTY MIDDLE SCHOOL\*\*** At the middle school when comparing the three categories for all middle schools (Proficiency, Separate Academic Indicators and Growth), our middle school is in the top third middle schools in the state. The proficiency indicator scores in math and reading continues to increase for all students. It is the highest it has ever been at 79.9%. Our students were above the state average in all tested areas with the exception of science which was only a difference of .8%. There was also a significant increase in our disability population in math grades 6-8 and 8th grade social studies. To help increase the percentage of students scoring at the proficient level or above the middle school has an ELA and math lab time provided in the daily schedule for students to receive immediate interventions/accelerations to meet individual needs. Additionally, a qualified instructor offers supplemental intervention to targeted students during the school day in a small group setting through an ESS Daytime Waiver. Many of these students may otherwise miss out on other traditional before/after school ESS opportunities due to lack of transportation or other barriers. Furthermore, students with disabilities receive a specially designed period of instruction. **\*\*MIDDLE AND HIGH\*\*** THE **\*\*STRIVING READERS COMPREHENSIVE LITERACY GRANT (SRCL)** has provided Adolescent Literacy Model (ALM) training for Cohort I - a group of diverse teachers, administrators and instructional coaches at both the middle and high schools. Teachers will embed explicit literacy instruction in their content areas and serve as a leadership team in the school. Student work samples and/or lessons demonstrating strategies are discussed and analyzed in PLCs and Lesson Study. Job-embedded professional coaching visits with Collaborative for Teaching and Learning (CTL) staff and professional learning with instructional coaches, the literacy specialist, PLC discussions and reflections will be on-going. The implementation of ALM strategies across the curriculum will shift students from simply learning to read to reading to learn. **\*\*RUSSELL COUNTY ELEMENTARY\*\*** At the elementary level, we are proud to say that the percentage of proficient and distinguished (P/D) in all subjects were above the state averages. The percentage of P/D in reading has increased from 55.8% to 59.1%. In math, the percentage of students scoring P/D has also increased from 2016-2017 to 2017-2018 from

45.5% P/D to 53.2% P/D. In the past a focus has been to increase the percentage of males scoring proficient and distinguished, and results from KPREP show that we had 10.4% more males scoring P/D in science than females and 13.2% more males scored P/D than females in Social Studies. Another subgroup we are proud to report on is our students with disabilities at the elementary level. They increased the percentage of students who scored P/D in reading from 20.6% in 2016-2017 to 50% in 2017-2018. Students identified with disabilities also improved in math going from only 11.8% P/D to 24.4%. In social studies they improved from 23.8% P/D to 33.3% P/D. While we know we still have gaps between P/D of all students compared to students with disabilities, we feel like the changes we have made to schedules, instruction and strategies the improvement will continue. **\*\*THE STRIVING READERS COMPREHENSIVE LITERACY GRANT (SRCL)** has also provided a new literacy program from the Collaborative Teaching and Learning Company, Artful Reading. This program brings an original approach to blending literacy and arts to deepen student learning. Students will be exposed to high-quality children's literature to develop comprehensive reading skills while also integrating arts instruction. Through this program our students are learning to become more divergent thinkers and have an enthusiasm for reading. **\*\*ALL SCHOOLS\*\***The SRCL grant has also provided funding for universal screening with Measures of Academic Progress (MAP) to be administered three times a year in reading, language, math and science in grades 3-11. Map Skills is also available as an intervention tool that is directly linked to the individual student's deficit skills. Reading Plus/Lexia is another on-line reading support curriculum provided through the SRCL grant designed to build capacity, stamina and motivation through specialized academic vocabulary instruction and reading comprehension instruction. Furthermore, funding has been allocated to the library in efforts to achieve 25 library books per student at all schools. Teachers in Cohort I are also receiving \$5 per student in their classrooms to promote literacy and provide a more literacy rich environment. We feel that this grant is a strength that will allow us as educators to meet the literacy needs of the students which in turn will allow them to become more literate in all that they do.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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