

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- 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.

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicators, achievement gap, and growth. High schools must address proficiency, separate academic indicators, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.</p>

1: Proficiency

Goal 1 (State your proficiency goal.): By 2023, the Proficiency Indicator for Elizabethtown High School will increase from 71.8 to 74.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Reading Proficient/Distinguished percentages for ALL students will increase from 45.4 to 56.3.	KCWP 1: Design and Deploy Standards	KAS Reading Standard Study: PLC group team leads will promote study and implementation of the new Kentucky Reading Standards.	PLC agendas/minutes Dept. Curriculum Documents	Monthly – PLC Administrators and Google folder	None or District Level
	KCWP 2: Design and Deliver Instruction	Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 1 & Day 2 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff.	PD Attendance Sign in sheets Coaching notes and schedules PLC minutes and agendas Classroom observation notes	Monthly – PLC Administrators and Google folder	District
		Effective Personnel Decision Making: EHS’s administration will develop and follow a process for ensuring staff is assigned in a way that most effectively addresses the school’s needs. (Academic and for PBIS/Social/emotional support)	Staff assignments Master Schedule Duty Rosters	EHS Administration and Counselors/Dept. Chairs	NA

		<p>Task Alignment:</p> <p>Teachers will collaboratively design and discuss alignment of student tasks to grade level standards and the district's instructional framework.</p>	<p>PLC agenda and minutes</p> <p>Task Examples</p>	<p>Monthly – PLC Administrators and Google folder</p>	<p>None or District Level</p>
		<p>Instructional Framework:</p> <p>The staff will receive training and feedback on using the district's model of instruction to support high fidelity teaching that aligns with standards and rigorous expectations.</p>	<p>Instructional Framework Document</p> <p>Classroom visits with feedback and/or notes</p>	<p>Ongoing – PLC groups and Administrators and Google folder</p>	<p>None or District Level</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Reading Common Assessments/CASE Assessments:</p> <p>Teacher and PLC groups will develop unit common assessments focused on priority standards and use data from district , PLC, and benchmark common assessments to adjust core instruction and plan for reteaching.</p>	<p>Common Assessment documents</p> <p>Student score spreadsheets</p> <p>PLC agendas/ minutes</p>	<p>Monthly – PLC Administrators and Google folder</p>	<p>NA</p>

<p>Objective 2</p> <p>By 2023, the increase in Math Proficient/Distinguished percentages for ALL students will increase from 33.5 to 46.8</p>	KCWP 1: Design and Deploy Standards	<p>KAS Math Standard Study:</p> <p>PLC group team leads will promote study and implementation of the new Math Standards.</p>	PLC agendas/minutes	Monthly – PLC Administrators and Google folder	None or District Level
	KCWP 2: Design and Deliver Instruction	<p>Kagan Cooperative Learning:</p> <p>Teachers will increase their knowledge and use of cooperative learning activities within their classrooms to improve engagement and learning. Day 1 & 2 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff. (REPEAT)</p>	<p>PD Attendance Sign in sheets</p> <p>Coaching notes and schedules</p> <p>PLC minutes and agendas</p>	Monthly – PLC Administrators and Google folder	None or District Level
		<p>Effective Personnel Decision Making: EHS’s administration will develop and follow a process for ensuring staff is assigned in a way that most effectively addresses the school’s needs. (Academic and for PBIS/Social/emotional support) (REPEAT)</p>	<p>Staff assignments</p> <p>Master Schedule</p> <p>Duty Rosters</p>	EHS Administration and Counselors/Dept. Chairs	NA
		<p>Task Alignment:</p> <p>Teachers will collaboratively design and discuss alignment of</p>	PLC agenda and minutes	Monthly – PLC Administrators and Google folder	None or District Level

		<p>student tasks to grade level standards and the district's instructional framework. (REPEAT)</p>	<p>Task Examples</p>		
		<p>Instructional Framework: The staff will receive training and feedback on using the district's model of instruction to support high fidelity teaching that aligns with standards and rigorous expectations. (REPEAT)</p>	<p>Sign in Sheet for training sessions Instructional Framework Documents Classroom visits with feedback and/or notes</p>	<p>Monthly – PLC Administrators and Google folder</p>	<p>None or District Level</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data</p>	<p>Math Common Assessments: Teacher and PLC groups will develop unit common assessments focused on priority standards and use data from district , PLC, and benchmark common assessments to adjust core instruction and plan for reteaching. (REPEAT)</p>	<p>Common Assessment documents Student score/Data spreadsheets PLC agendas/ minutes</p>	<p>Monthly – PLC Administrators and Google folder</p>	<p>NA</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023, the Separate Academic Indicator for Elizabethtown High School will increase from 71.0 to 75.0.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, the increase in Science Proficient/Distinguished percentages for ALL students will increase from 33.3 to 46.6.	KCWP 1: Design and Deploy Standards	KAS Science Standard Study: PLC group team leads will promote study and implementation of the Science Standards.	PLC agendas/minutes	Monthly – PLC Administrators and Google folder	None or District Level
	KCWP 3: Design and Deliver Assessment Literacy	Through Course Tasks: Science PLC groups will design and administer TCTs within all grade levels throughout the course of the academic year and analyze results to improve instruction and provide feedback.	A minimum of 3 TCT experiences for secondary Data and feedback/ work samples PLC minutes and agendas	Science Dept, Admin.	NA
Objective 2: By 2023, Writing Prof./Distin. percentages for ALL students will increase from 70.5 to 76.4.	KCWP 1: Design and Deploy Standards	KAS English (Writing) Standard Study: PLC group team leads will promote study and implementation of the new Kentucky Reading Standards.	PLC agendas/minutes Dept. Curriculum Documents	Monthly – PLC Administrators and Google folder	None or District Level

	KCWP 2: Design and Deliver Instruction	<p>Kagan Cooperative Learning:</p> <p>Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 1 & Day 2 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff.</p>	<p>PD Attendance Sign in sheets</p> <p>Coaching notes and schedules</p> <p>PLC minutes and agendas</p> <p>Classroom observation notes</p>	Monthly – PLC Administrators and Google folder	District
		<p>Effective Personnel Decision Making: EHS’s administration will develop and follow a process for ensuring staff is assigned in a way that most effectively addresses the school’s needs. (Academic and for PBIS/Social/emotional support)</p>	<p>Staff assignments</p> <p>Master Schedule</p> <p>Duty Rosters</p>	EHS Administration and Counselors/Dept. Chairs	NA
		<p>Task Alignment:</p> <p>Teachers will collaboratively design and discuss alignment of student tasks to grade level standards and the district’s instructional framework.</p>	<p>PLC agenda and minutes</p> <p>Task Examples</p>	Monthly – PLC Administrators and Google folder	None or District Level
<p>Objective 3:</p> <p>By 2023, we will increase</p>	KCWP 1: Design and Deploy Standards	<p>KAS Social Studies Standard Study:</p>	PLC agendas/minutes	Monthly – PLC Administrators and Google folder	None or District Level

<p>the number of students performing Pro/Dist. in Social Studies using the new standards (not tested given last year, no data) will go from 40% to 50%.</p>		<p>PLC group team leads will promote study and implementation of the new Social Studies Standards.</p>			
		<p>Social Studies Curriculum: The Social Studies PLC groups will implement the new Standards and update curriculum and instructional materials.</p>	<p>PLC minutes and agenda Curriculum documents PLC meetings with Jana Kirchner</p>	<p>Monthly – PLC Administrators and Google folder</p>	<p>NA</p>

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2025, the percent of Special Education students scoring Novice in the subjects of Reading and Math will decrease as follows:</p> <p>Reading: from 68.8 to 42.9</p> <p>Math: from 75.0 to 42.9</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Co-Teaching Models: The EHS administration and teacher PLC groups will implement Station Teaching and Parallel Teaching to better serve the needs of all students in the classroom. The plan and rationale will be introduced to all district certified staff at a District Professional Development session.</p> <p>Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 1 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff. (REPEAT)</p>	<p>PD sign in sheets</p> <p>EHS plan for implementing the co-teaching models.</p> <p>Observations</p> <p>Walk through documents/data</p> <p>PD Attendance Sign in sheets</p> <p>Coaching notes and schedules</p> <p>Walk through documents/data</p>	<p>EHS Admin and PLC groups; Teachers. Additionally, implementation will be supported and monitored by the Assistant Superintendent for Student learning the Director of Special Education Services.</p> <p>EHS Administration and District leadership as well as each PLC and teacher</p>	<p>None or District Level</p> <p>CEIS</p>

	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Project Prevent:</p> <p>All certified and classified staff will receive student mental health training. A universal behavior screener will be purchased and used to identify students needing mental health intervention/counseling.</p> <p>School counselors will participate in training to shift to increasing their time working with students. additional counseling staff.</p>	<p>PD Training sign in sheets</p> <p>Use of universal screener</p> <p>School counselors improve time with students</p> <p>Data - Decrease in behavior incidents</p>	<p>Multiple times per year, school counselors and administration with district support.</p>	<p>Project Prevent GRREC grant</p>
<p>Objective 2:</p> <p>By 2025, the percent of African American students scoring Novice in the subjects of Reading and Math will decrease as follows:</p> <p>Reading:</p> <p>from 54.2 to 50</p> <p>Math:</p> <p>from 65.2 to 36.8</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Diversity in Curriculum:</p> <p>Curriculum will expand to reflect increased emphasis on diversity throughout the year.</p>	<p>PLC groups – minutes and agendas</p> <p>Curriculum and dept. content documents</p> <p>Classroom observations</p>	<p>School Admin</p>	<p>District and school</p>

	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Kagan Cooperative Learning: Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 1 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff. (REPEAT)</p>	<p>PD Attendance Sign in sheets Coaching notes and schedules</p>	<p>EHS Administration and District leadership as well as each PLC and teacher</p>	<p>None or District Level</p>
	<p>KCWP 6: Establishing a Learning Culture and Environment</p>	<p>Implicit Bias Training: All staff will receive implicit bias training (both certified and classified) in order to reduce barriers to learning and improve instructional support for African Am. students.</p>	<p>PD Attendance Sign in sheets</p>	<p>School Admin</p>	<p>None or District Level</p>
		<p>Retrain teachers/staff on PBIS/RTB: School wide focus and work on improving implementation of solid PBIS/RTI plans. Improve support for students.</p>	<p>PD Attendance Sign in sheets PBIS committee monthly meeting minutes Monthly review of PBIS data at faculty meeting PBIS activities</p>	<p>Monthly faculty meeting, monthly RTI meeting and review of data.</p>	<p>NA</p>

<p>Objective 3:</p> <p>By 2025, the percent of Free/Reduced students scoring Novice in the subjects of Reading and Math will decrease as follows:</p> <p>Reading:</p> <p>from 45.8 to 42</p> <p>Math:</p> <p>from 42.3 to 25.4</p>	KCWP 2: Design and Deliver Instruction	<p>Kagan Cooperative Learning:</p> <p>Teachers will increase their knowledge and use of cooperative learning activities within their classrooms. Day 1 of Kagan Cooperative Learning training and follow up implementation coaching for all certified staff (REPEAT)</p>	<p>PD Attendance Sign in sheets</p> <p>Coaching notes and schedules</p> <p>Walk through data</p>	EHS Administration and District leadership as well as each PLC and teacher	CEIS
	KCWP 5: Design, Align and Deliver Support	<p>Chronic Absenteeism Plan:</p> <p>Administration will develop, implement, and monitor a comprehensive plan for decreasing student absences.</p>	<p>Data Plan</p> <p>Monitoring documents</p>	The Assistant Superintendent of Student Services and EHS Administration	NA
		<p>Retrain teachers/staff on PBIS:</p> <p>School wide focus and work on improving implementation of solid PBIS/RTI plans. Improve supports for students</p>	<p>PD Attendance Sign in sheets</p> <p>PBIS committee monthly meeting minutes</p> <p>Monthly review of PBIS data at faculty meeting</p> <p>PBIS activities</p>	Monthly faculty meeting, monthly RTI meeting and review of data.	NA

4: Growth

Goal 4 (State your growth goal.): N/A					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2024, the Transition Readiness Indicator for the Elizabethtown High School will increase from 78.9 to 83.1.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, the increase in the percent of Transition Readiness for students will go from 78.9% to 83.1%.	KCWP 1: Design and Deploy Standards	Essential Skills Curriculum: EHS will utilize the current school programs and mandatory elements to create a curriculum that includes workplace skills, social/emotional, and drug awareness.	Curriculum and Schedule for delivery Lessons/activities	Completed and refined by July 2020	Grant
		Career Pathways: With support from the community and district EHS will review current pathways and expand opportunities for students to become career ready. Offerings will align with student interest, community needs, school capacity, so that the comprehensive program expands career pathways.	Pathway Offerings – Master schedule and course guides	Ongoing CTE staff, School and District Leadership, community partnerships	TBD Perkins

		<p>Work Ethic Certification:</p> <p>The work ethic certification program will be refined and promoted to expand and better prepare students with work and life skills.</p>	<p>Enrollment and success data from the program</p>	<p>Counselors and Workforce Readiness Coordinator; School Admin.</p>	<p>NA</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Work Experience:</p> <p>The administration and CTE teachers will work with the Workforce Readiness Coordinator and job coach to increase the partnership opportunities with community businesses for EHS students to participate in co-op and other exceptional work experience activities.</p>	<p>Program data</p> <p>Coop and participation data</p> <p>Program effectiveness/success enrollment data</p>	<p>Ongoing CTE staff, School and District Leadership, community partnerships</p>	<p>NA</p>

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By 2022, the Graduation Indicator for Elizabethtown High School will increase from 97.3 to 98.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2022, each graduation rate will increase by 97.3 to 98.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>On-Track Graduation Process:</p> <p>High school will develop and implement a comprehensive process for tracking graduation qualifiers requirements for each student. The process will include using the data to identify students at risk for not graduating as well as intervention strategies and student planning strategies.</p>	<p>System for tracking Data</p> <p>Systems of support</p>	<p>School Counselors and Admin.</p>	<p>NA</p>
	<p>KCWP1: Design and Deploy Standards</p>	<p>Priority Standards:</p> <p>EHS instructional staff will train with the Director of Special Education regarding identification of priority standards in which students with disabilities will receive focused instruction. Each PLC group will ensure that priority curricula delivery and assessment measures provide pertinent information for these students that implementation is monitored for improvement.</p>	<p>Training sign in sheets</p> <p>Increase in use of assessment measures and data to monitor instructional efficacy.</p> <p>PLC minutes and agendas.</p>	<p>PLC groups</p>	<p>None or District Level</p>

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7: Other (Optional)

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

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI 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: NA
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: NA

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: NA

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: NA

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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