



2022-23 Phase One: Cassidy Continuous Improvement Diagnostic
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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Cassidy Elementary School
Jill Hill

1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Jill Hill



2022-23 Phase One: Cassidy Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

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Jill Hill

1125 Tates Creek Rd
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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cassidy Elementary School is located in Chevy Chase neighborhood. It was built in 1935 by the federal Works Progress Administration on land that once belonged to renowned Kentucky statesman Henry Clay. Additions to the building were built in 1956 and 1987 with the latest renovations completed in 2010. Cassidy embodies the true feel of a neighborhood school. Many families grew up attending Cassidy and now have their children and grandchildren enrolled here. Our student population continues to grow. We presently serve 655 students in grades K-5. Our population includes 72% White, 4% Asian, 7% Hispanic, 10% African-American, and 6% 2 or more races. 27% of our students qualify for free and reduced lunch, 9% are English Language Learners, 9% are students with special needs, and 22.6% qualify for gifted/talented services. Our parents, PTA, and community members volunteer countless hours each year to support the work of our teachers and staff. With their support, Cassidy's tradition of excellence in education continues to shine. Our state test results continue to show high levels of academic student achievement each year. Our challenges include being a non title 1 school serving a large student population with lots of diversity of needs.

School's Purpose

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

The mission for our school is "All students will leave Cassidy as proficient learners on a path to graduate from high school prepared for college and careers, ready to excel in a global society." This mission becomes reality through the daily motto of "Work Hard, Be Kind". Every staff member, student, and most guests who enter our building can recite this motto. Every decision we make focuses on what is right for our students. From our PTA to our School Based Decision Making Council, we ensure decisions honor our high expectations for students while challenging them to reach their fullest potential. Our vision is to provide a safe, loving climate where exciting, relevant learning takes place for all students. We want to prepare students to excel in a global society. The staff is empowered to create and maintain an environment of high expectations for all students. We provide the knowledge and critical thinking skills necessary for making effective decisions to be successful. We believe all children can learn and deserve an equitable education; that education should be designed to meet the unique needs of each child; our school community provides opportunities for students to be successful, maximizing academic achievement and building social character to ensure success for the future. Cassidy students have many opportunities to participate in performance and project based

events. We organize 20 or more community service projects each year, some of which support programs such as UK Children's Hospital, United Way, God's Pantry, and Toys for Tots. Students at all grades can participate in the state PTA Reflections contest and school science fair. Fifth graders host Colonial Days and an Entrepreneur Fair. We have many children who participate in academic teams, our district run program and the Governor's Cup competitions. Students may also choose to participate in Battle of the Books teams and have brought home top honors the past several years. Extra curricular activities available to Cassidy students include: Spanish Club, chorus, academic teams, STLP Student Technology Leadership Program, Colt Ambassadors, Yearbook, Science Club, Art Club, Children's Theatre, Tennis Club, Slot Car Racing, Yoga, Chess Club, Girls on the Run, and Safety Patrol. Some of our traditions include hosting an annual Variety Show and an Alumni Night where we name a Hall of Honor recipient.

Notable Achievements and Areas of Improvement

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

Cassidy has long been known for a tradition of excellence in education. Our program provides high quality instructional programs for children in grades Kindergarten through fifth along with in-depth reading, writing, science, social studies, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, music, guidance, media, physical education, science lab, and Spanish. Our media center provides a realistic approach to learning through the use of technology. Research, reading, and writing are incorporated into units of study as students use the variety of technology, resources available through the media center and into the classrooms. Every classroom is equipped with SMART technology. In addition we have one to one Chromebooks grades K-5, with several mobile labs including laptops and Ipads.

Additional Information

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

n/a

Additional Information

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

We take pride in our intentional culture of success created daily by positive interactions between staff and students, students and students, high expectations, teamwork, and parent and community involvement. Cassidy is proud of our positive

working conditions, focus on a safe learning environment, and high student achievement. During the 2021-2022 school year, we received the National Green Ribbon Award for sustainability from the U.S. Department of Education. Our outstanding PTA supports the many school events by providing avenues for parents to partner with the school staff. With thousands of volunteer hours logged annually the list of activities range from reading with students daily to face painting at our annual Fun Day event. The PTA hosts monthly events and provides a constant flow of communication about what is happening at Cassidy each week. With the use of our School DoJo account, PTA newsletter, and school Facebook page staff, students, parents and community members can stay abreast of the many ways we are working hard and being kind daily. Our homeroom teachers strive to make community connections with our students through local field trips and hosting a variety of speakers in our building to build connections outside of our school.



Cassidy 2022-23 Phase Two: The Needs Assessment for Schools_10172022_14:37

2022-23 Phase Two: The Needs Assessment for Schools

Cassidy Elementary School
Jill Hill

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Cassidy teachers review data as grade level teams each week during their grade level meetings. Teachers review unit assessments with administration at the end of each unit assessment. MAP data is shared with the SBDM Council at the end of each assessment window (fall, winter, spring). KPREP data is shared with SBDM council during the month of public release. Our SBDM council meets once a month and data related to the CIP is shared when appropriate. Our school support team includes our intervention team, MTSS lead, G/T teacher, guidance counselor, mental health specialist, principal and assistant principal. The support team meets every 4 weeks to discuss student needs both academic and behavior as part of our MTSS process. The support team meets with each grade level every 4 weeks to discuss specific student concerns. During these meetings the team makes and instructional or behavior plan of interventions as well as a plan to track student performance data. Data from support team meetings and MTSS meetings are documented in the school support team Google Folder. MTSS documentation is collected in each grade

level folder. SBDM meeting minutes are collected and saved in the school SBDM google folder as well as the SBDM portal.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The strategies and goals from the previous plan have been initiated but not implemented as fully as we would have liked due to COVID. However, we are sticking with the same objectives and strategies as we have seen improvement in student achievement. Our school is on the right track with the overall plan. We will be putting a stronger focus on the development of common formative assessments this year to track standards mastery.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

For the last 2 years the number of economically disadvantaged students scoring in the novice range has significantly increased from 18% to 32%

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

18% of our students in the achievement gap scored novice in reading on the KSA

23% of our student in the achievement gap scored proficient or distinguished on the KSA in reading

18% of our students in the achievement gap scored novice in math on the KSA

21% of our students in the achievement gap scored proficient or distinguished on the KSA in math

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

2022 data indicates that economically disadvantaged students performed below in all tested areas

32% of economically disadvantaged students scored in the novice range for reading

32% of economically disadvantaged students scored in the novice range for math

19% of economically disadvantaged students scored in the novice range for science

33% of economically disadvantaged students scored in the novice range for social studies

12% of economically disadvantaged students scored in the novice range for writing

African American students were noted as a subgroup for both reading and math

27% of African American students scored in the novice range for reading

37% of African American students scored in the novice range for math

English Language Learners were noted a subgroup for both reading and math

32% of EL students scored in the novice range for reading

32% of EL students scored in the novice range for math

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas

of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

72% of our students scored proficient or distinguished in writing

67% of our students scored proficient or distinguished in reading

65% of our students scored proficient or distinguished in math

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

We will focus our work around the design and delivery of instruction and designing and deploying standards. As a school we will focus our PLC work around deconstructing standards, creating common formative assessments, developing congruent learning targets, and aligning them with the assessment measures. We will work to determine if assignments/activities/assessments reflect the learning targets students should have had the opportunity to learn. We will use the task analysis protocol for both reading and math as a method of analyzing grade level assignments based on the work of TNTP. Our staff will continue working on

implementing culturally responsive teaching strategies to support our students in the achievement gap.

Cassidy Elementary's Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

State Assessment Results in Reading

- By 2025, *Cassidy School* will increase Reading proficient and distinguished level to 74% as measured by KSA. Current level is 67%.
 - By 2025, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 48%
 - By 2025, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 61%
 - By 2025, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Math

- By 2025, *Cassidy School* will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 65%.
 - By 2025, Cassidy will increase math proficient and distinguished levels for African American students from 30% to 45%
 - By 2025, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 61%
 - By 2025, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Science

- By 2025, *Cassidy School* will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 34%.
 - By 2025, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 30%

State Assessment Results in Social Studies

- By 2025, *Cassidy School* will increase Social Studies proficient and distinguished level to 67% as measured by KSA. Current level is 52%.
 - By 2025, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 45%

State Assessment Results in Combined Writing

- By 2025, *Cassidy School* will increase Combined Writing proficient and distinguished level to 79% as measured by KSA. Current level is 72%.
 - By 2025, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 65%

English Learner Progress

- By 2025, *Cassidy School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 51%.

Quality of School Climate and Safety

- By 2025, *Cassidy School* will increase the quality of school climate and safety index to 83 as measured by KSA. Current level is 78.7.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Cassidy School</i> will increase P/D in Reading to 70%.</p> <ul style="list-style-type: none"> ● By 2023, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 38% ● By 2023, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 51% ● By 2023, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 43% <p>By 2023, <i>Cassidy School</i> will increase P/D in Math to 68%.</p> <ul style="list-style-type: none"> ● By 2023, Cassidy will increase math proficient and distinguished levels for 	<p>By 2024, <i>Cassidy School</i> will increase P/D in Reading to 72%.</p> <p>By 2024, <i>Cassidy School</i> will increase P/D in Math to 71%.</p>	<p>By 2025, <i>Cassidy School</i> will increase P/D in Reading to 75%.</p> <p>By 2025, <i>Cassidy School</i> will increase P/D in Math to 74%.</p>

<p>African American students from 30% to 35%</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 51% • By 2023, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 43% 		
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Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Cassidy School</i> will increase P/D in Science to 39%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 18% <p>By 2023, <i>Cassidy School</i> will increase P/D in Social Studies to 57%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 35% • <p>By 2023, <i>Cassidy School</i> will increase P/D in Combined Writing to 75%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 56% 	<p>By 2024, <i>Cassidy School</i> will increase P/D in Science to 44%.</p> <p>By 2024, <i>Cassidy School</i> will increase P/D in Social Studies to 62%.</p> <p>By 2024, <i>Cassidy School</i> will increase P/D in Combined Writing to 77%.</p>	<p>By 2025, <i>Cassidy School</i> will increase P/D in Science to 50%.</p> <p>By 2025, <i>Cassidy School</i> will increase P/D in Social Studies to 67%.</p> <p>By 2025, <i>Cassidy School</i> will increase P/D in Combined Writing to 79%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Cassidy School</i> will decrease novice in Reading to 11%.</p> <ul style="list-style-type: none"> By 2023, Cassidy will decrease reading novice levels for African American students from 27% to 22% By 2023, Cassidy will decrease reading novice levels for English Learners from 32% to 27% By 2023, Cassidy will decrease reading novice levels for Economically Disadvantaged Students from 32% to 27% <p>By 2023, <i>Cassidy School</i> will decrease novice in Math to 13%.</p> <ul style="list-style-type: none"> By 2023, Cassidy will decrease math novice levels for African American students from 37% to 32% By 2023, Cassidy will decrease math novice levels for English Learners from 32% to 27% By 2023, Cassidy will decrease math novice levels for Economically Disadvantaged Students from 32% to 27% 	<p>By 2024, <i>Cassidy School</i> will decrease novice in Reading to 9%.</p> <p>By 2024, <i>Cassidy School</i> will decrease novice in Math to 11%.</p>	<p>By 2025, <i>Cassidy School</i> will decrease novice in Reading to 7%.</p> <p>By 2025, <i>Cassidy School</i> will decrease novice in Math to 9%.</p>

English Learner Progress Objectives

Year 1	Year 2	Year 3
By 2023, <i>Cassidy School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, <i>Cassidy School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.	By 2025, <i>Cassidy School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.

<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

PLC: PLCs will use a continuous improvement cycle to effectively improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, SS, Science, Writing, EL Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool	n/a
Reading, Math, SS,	KCWP 1 & 4	School admin provides training for	PLC Meetings	n/a

Science, Writing, EL Progress		instructional leads in creating an effective PLC centered around a continuous improvement model	PLC Self-Assessment PLC Evidence	
Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Begin training staff on diversity, equity, inclusion, and belonging to develop a common language that will be utilized in the curriculum development process	Faculty Meeting Agendas Classroom Walkthrough	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough	ESSER Funds
Reading, Math, SS, Science, Writing, EL Progress	KCWP	Ensure that assessments are designed to best evaluate student learning	PLC Evidence PLC Agenda PLC data tool	n/a

Progress Monitoring

Assessment: Assessment development, review, analysis, and applying data results.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate.	District common assessments District rubrics	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Collect and use student data from common and formative assessments to inform classroom instruction and task selection. Data from assessments will be collected and organized on our PLC data collection tool. Our school PLC Google folder will house reports.	FCPS ROIS PLC documentation PLC data collection	n/a

Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Incorporate explicit data review, analysis, and application components into all PLC meetings	PLC Data Protocols School formative and summative data PLC meetings	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Ensure formative assessments results function as effective feedback to students and teachers	PLC Data Protocols School formative and summative data PLC meetings	n/a
<u>Progress Monitoring</u>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				