# 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 goals for **elementary/middle schools** include the following:
	+ State Assessment Results in reading and mathematics
	+ State Assessment Results in science, social studies and writing
	+ Achievement Gap
	+ English Learner Progress
	+ Quality of School Climate and Safety
* The required goals for **high schools** include the following:
	+ State Assessment Results in reading and mathematics
	+ State Assessment Results in science, social studies and writing
	+ Achievement Gap
	+ English Learner Progress
	+ Quality of School Climate and Safety
	+ Postsecondary Readiness
	+ Graduation Rate

## ****Alignment to Needs:****

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

**Priorities/Concerns from Needs Assessment for Schools**

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

|  |
| --- |
| **Middle school Math** **Elementary Reading** **Science, Social Studies, and Writing in 3-8**  |

**Processes, Practices, or Conditions to be Addressed from Key Elements Template**

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

|  |
| --- |
| **Novice reduction****Increase in proficiency** |

**Indicator Scores**

List the overall scores of status and change for each indicator.

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Status** | **Change** |
| State Assessment Results in reading and mathematics | 61.0 Elem./34.2 Middle  | Yellow/Red |
| State Assessment Results in science, social studies and writing | 52.5 Elem./ 38.7 Middle  | Yellow/organge |
| English Learner Progress | NA |  |
| Quality of School Climate and Safety | 75.2 Elem./71.6 Middle  | Green/green  |
| Postsecondary Readiness (high schools and districts only) | NA |  |
| Graduation Rate (high schools and districts only) | NA |  |

## 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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools. |
| --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.  | 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](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy. | 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.  | 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.  | List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.  |

## 1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.):We will reduce novice by 12% and increase proficiency by 15% in middle school math. We will reduce elementary novice from 34% to less than 25% and increase proficiency from 34% to 44% in reading  |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1We will have less than 30% novice in 6/7/8 math. We will have 30% or higher proficiency in 6/7/8 math.  | RTI interventions | Successmaker for individualized instruction.  | Weekly checks and recognize top 5.  |  | Purchased by district  |
| Small groups work on individualized skills. Name and Claim  | Name and claim form from A. Watts.  |  | No funding needed |
| Curriculum | SAVVAS | Principal walk throughs |  | No funding needed |
| Reflex/Frax math  | Math teachers will check to see if students are getting at least three green lights per week.  |  | $4,795.00 |
| Use time wisely | Math during homeroom  | Successmaker in the morning/Reflex/Frax |  | No funding needed |
| Math time added into all classes | Reflex/Frax/Successmaker/Lesson plans  |  | No funding needed |
| Objective 2We will have less than 25% novice in grades 3/4/5 reading. We will have greater than 44% proficiency in 3/4/5 reading.  | Use programs | SAVVAS/Successmaker/assessments | 1 hour and 45 min/week |  | No funding needed |
| Tier 3 uses RISE curriculum | Lesson plans |  | No funding needed |
| Scholastic Storyworks  | Lesson plans |  | 402.50 |
| Rigor | Use KAGAN grouping in reading  | Principal walk throughs |  | No funding needed |
| Incorporate Reading into Social Studies  | Lesson Plans  |  | No funding needed |
| Spelling words-test the rule  | Success each week by students.  |  | No funding needed |
| RTI  | Intentional grouping to provide extra support for novice | Probes  |  | No funding needed |
| All hands on deck-everyone helps | Schedules-increase in proficiency on IReady throughout year.  |  | Purchased by district  |
| Objective 3: K-2 works to build reading and math skills.  | Improve reading instruction  | Reading improvement plans for K-3 | Growth and exits out of RIP  |  | No funding needed |
| Small groups, tracking, name and claim  | Schedules, IReady growth  |  | Purchased by district  |
| Daily lesson framework/morning spiral review, emphasis on foundational skills | Lesson plans  |  | No funding needed |
| Utlize a variety of programs, Successmker, Teach a Monster to Read, Reading Recovery, Save the Childern, Hindman Settlement School, and daytime ESS teacher | Use of programs in lesson plans, schedules of all support staff, growth throughout year on IReady.  |  | $1,625.00 |
| Improve math instruction  | Small groups, tracking and pacing guides | Principal walk-throughs  |  | No funding needed |
| Spiral review each morning, review foundations skills | Lesson plans  |  | No funding needed |
| Use programs available-reflex math, successmker | Use of programs- Top 5 in Successmaker, 3 green lights per week  |  | Purchased by district  |

## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 (State your science, social studies, and writing goal.): We will decrease novice from 37% to 28% and improve proficiency from 21% to 33% in science, social studies, and combined writing.  |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1Decrease novice in science, social studies, and combined writing to less than 28% of the students in both elementary and middle.  | Decrease novice in Science.  | Common assessments developed by district to check how we compare and mastery of skills. Use data to create small groups for extra support.  | Growth progress on common assessments throughout the year.  |  | Purchased by district  |
| Emphasis on vocabulary and key concepts | Lesson plans-increase in prof.  |  | No funding needed |
| Use curriculum-Amplify, Scholastic Science, Simple Solutions  | Lesson plans |  | 149.80 |
| Decrease novice in Social Studies.  | Common assessments developed by district to check how we compare and mastery of skills. Use data to create small groups for extra support. | Growth on common assessments throughout the year.  |  | Purchased by district  |
| Project Based Learning , leveled readers, Sources,  | Lesson plans  |  | No funding needed |
| Decrease novice in Writing.  | Use a variety of programs-No Red Ink, SAVVAS Reflective Writing, Scholastic Scope Magazine, GUM  | Lesson plans  |  | 489.51 |
| Use a variety of strategies-outline, writing mini lessons, RACE, paired texts, Vocabulary acquisition, sight words, notebooks,  | Lesson plans  |  | No funding needed |
| Objective 2We will increase proficiency to more than 33% in science social studies, and writing in elementary and middle.  | Increase proficiency in Science.  | Analyze and reflect on work in class | Lesson plans |  | No funding needed |
| Utilize KSA released items  | Lesson plans |  | No funding needed |
| More hands on science lessons/increase rigor.  | Lesson plans  |  | No funding needed |
| Increase proficiency in Social Studies.  | Use curriculum-SAVVAS, Scholastic News | Lesson plans, increase in prof.  |  | 179.70 |
| Reading strategies taught in Social Studies.  | Lesson plans, increase in prof.  |  | No funding needed |
| KAGAN grouping | Principal walk-throughs  |  | No funding needed |
| Increase rigor-CER for higher level thinking in extended responses.  | Increase in proficiency on common assessments.  |  | No funding needed |
| Increase proficiency in Writing.  | Write a variety of pieces throughout the year.  | Work folders |  | No funding needed |
| Peer tutors/mentors to help, group discussion on levels  | Lesson plans  |  | No funding needed |

## 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** |
| --- | --- | --- | --- | --- | --- |
| Objective 1We will decrease novice and increase proficiency to our economically disadvantaged population in middle school math.  | RTI  | Small, intentional groups for RTI  | Increase in proficiency on IReady/KSA  |  | No funding needed |
| Individualized skills during RTI | Probes  |  | No funding needed |
| Promote attendance  | Rewards for good attendance  | Track attendance  |  | $713.00 |
|  |  |  |  |
| Data analysis  | Use PROPL, IREADY, and classroom assessments to make decisions.  | Use of “Class of” folders  |  | No funding needed |
| Successmaker -1hour and 45 min/wk.  | Top 5  |  | No funding needed |
| Objective 2We will decrease novice and increase proficiency to our disability population in middle school math.  | RTI | Small group on one-to-one | Schedules, A. Watts name and claim sheet  |  | No funding needed |
| Targeted lessons with special education teachers  | Lesson plans |  | $850.00 PD  |
| Calculator skills  | Calculator skills during the class and RTI time | Lesson plans  |  | No funding needed |
|  |  |  |  |
| Instructional assistants | Work closely with IEP students | Staff schedules  |  | No funding needed |
|  |  |  |  |
| Objective 3We will decrease novice in science, social studies, and writing in elementary and middle school’s economically disadvantaged population.  | Instructional assistants | Work closely with IEP students  | Staff schedules  |  | No funding needed |
|  |  |  |  |
| Targeted instruction  | Leveled readers/writing skills  | Lesson plans  |  | No funding needed |
| KAGAN grouping  | Principal walkthroughs |  | No funding needed |
| Attendance | Work on getting student to school through rewards.  | Improved attendance reports each week/month.  |  | No funding needed |
| Bell-to bell instruction  | Lesson plans, principal walk-throughs  |  | No funding needed |

## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): N/A  |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): We will increase our scores in QSCS to 80 in the Elementary and 75 in the middle.  |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1The elementary will score 80 or higher on the QSCS survey on the KSA this school year.  | Climate and Safety Checks twice a month.  | Google forms every other Friday to gauge climate and safety throughout the year.  | Use of google forms, mini-lessons to address issues throughout the year.  |  | No funding needed |
| SEL lessons developed based on the climate and safety checks.  | Lesson plans  |  | No funding needed |
| Analyze previous years QSCS | Find areas of strength and weaknesses from previous years KSA and develop SEL lessons.  | Lesson plans  |  | No funding needed |
|  |  |  |  |
| Character Strong  | Use Character Strong lessons once per week in all grade levels.  | Use of program  |  | No funding needed |
| MTSS coach shares resources | G. Burns lesson plans  |  | No funding needed |
| Objective 2The middle school will score 75 or higher on the QSCS survey on the KSA this school year.  | Climate and Safety Checks twice a month.  | Google forms every other Friday to gauge climate and safety throughout the year.  | Use of google forms, mini-lessons to address issues throughout the year.  |  | No funding needed |
| SEL lessons developed based on the climate and safety checks.  | Lesson plans  |  | No funding needed |
| Analyze previous years QSCS | Find areas of strength and weaknesses from previous years KSA and develop SEL lessons.  | Lesson plans  |  | No funding needed |
|  |  |  |  |
| Character Strong  | Use Character Strong lessons once per week in all grade levels.  | Lesson plans  |  | No funding needed |
|  |  |  |  |

## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): N/A |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): N/A  |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## 8: Other (Optional)

| Goal 8 (State your separate goal.): |
| --- |
|  **Objective**  | **Strategy** | **Activities**  | **Measure of Success** | **Progress Monitoring**  | **Funding** |
| Objective 1 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
| Objective 2 |  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |

## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

## 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:**  |
| **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:**  |
| **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:** |
| **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? **Response:****Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.** |

## TSI/ATSI 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 (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**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 CIP** |
| --- | --- | --- |
| 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.  |[x]
|  |  |[ ]
|  |  |[ ]
|  |  |[ ]
|  |  |[ ]

## 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.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

|  |
| --- |
| **Turnaround Team:** |
| **Consider:** Provide 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 **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:**  |

## CSI 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 (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP** |
| --- | --- | --- |
| 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.  |[x]
|  |  |[ ]
|  |  |[ ]
|  |  |[ ]
|  |  |[ ]