

2014-2015 Wass School Improvement Plan

Wass Elementary School
Troy School District

Mr. Matt A Jansen, Principal
2340 Willard
Troy, MI 48085

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: All students will be college and career ready in literacy.....	3
Goal 2: All students will be college and career ready in math.....	6
Goal 3: All students will be college and career ready in science.....	9
Activity Summary by Funding Source	12

Overview

Plan Name

2014-2015 Wass School Improvement Plan

Plan Description

2014-2015 Wass School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be college and career ready in literacy.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$5600
2	All students will be college and career ready in math.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$150100
3	All students will be college and career ready in science.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$800

Goal 1: All students will be college and career ready in literacy.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of at least 1 year's worth of growth in a year's worth of time in Literacy in English Language Arts by 05/31/2016 as measured by the Fountas & Pinnell Reading Inventory..

Strategy 1:

Focused Instruction - Teachers will instruct students at their level or based on assessment information during Reader's Workshop using small group instruction.

Research Cited: Lucy Calkins research on Reader's Workshop.

The Sisters research on the CAFE.

The Sisters research on The Daily Five.

Steven Layne's Research on Igniting a Passion for Reading with students.

Kylene Beers Research on Notice and Note.

MAISA Units through Oakland Schools

Tier: Tier 2

Activity - CAFE in Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2014-2015 Wass School Improvement Plan

Wass Elementary School

<p>Grade level teachers will teach the CAFE reading strategies. This will be accomplished during whole group, small group, and one on one instruction.</p> <p>Teachers will...</p> <ul style="list-style-type: none"> -Collaborate and discuss Fountas & Pinnell strategies and testing. -Input Fountas & Pinnell data into mastery manager to help teachers drive instruction -Use data from Mastery Manager to identify target students -Goal Team leaders will identify criteria for which students need the most help. -The Goal Team will facilitate conversations about current reading practices. -Conduct a follow-up goal team meeting to discuss strategies that can be used with the lowest performing students & discuss next steps. -All staff will meet to review "Check for Understanding" video at all levels. -Goal team will present on CAFE to the entire staff. -Staff conducts book study which is guided by the goal team. -Implement Building Cafe Kickoff. -Watch Overview of Cafe DVD (Pensive Assembly) -Highlight Cafe Menu and all strategies that each grade level is doing. -In-service staff and review beginning of the year assessment data to make instructional decisions about students. Launch Cafe strategies (behaviors that support reading, check for understanding). -Devise and collect survey to see how Cafe implementation is progressing. 	Academic Support Program	Tier 1	Implement	09/02/2014	06/16/2017	\$500	General Fund	General Education Teachers Special Education Teachers Reading Specialist
--	--------------------------	--------	-----------	------------	------------	-------	--------------	--

Activity - MAISA Reading Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the MAISA reading units of instruction into the Reading Curriculum to effectively meet the reading standards for the grade level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2017	\$0	No Funding Required	General Education Teachers, Special Education Teachers

Strategy 2:

Visible Thinking - All teachers will implement Visible Thinking/Critical Thinking routines and strategies in the classroom during reading instruction.

2014-2015 Wass School Improvement Plan

Wass Elementary School

Research Cited: Ron Ritchart and Mark Church's research on Visible Thinking, Common Core State Standards

Tier: Tier 1

Activity - Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop critical thinking skills by participating and internalizing Visible Thinking Routines during instruction. Students will share their thinking using the routines both through oral and written expression.	Implementation	Tier 1	Implement	09/02/2014	06/16/2017	\$2250	General Fund	General Education Teachers, Leadership Team, Special Education Teachers, Specials Teachers, Reading Specialist
Activity - TSD Cultures of Thinking Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One representative from our school will participate on the TSD Cultures of Thinking Leadership Team. The team will meet for 3 days to enhance their professional development, share ideas and strategies, and present progress back to the Wass staff. These sessions, led by Ellen Cale, are designed for building instructional leader, across all K-5 grade levels and subject areas, interested in supporting and developing their students as thinkers and learners. We focus on practical and concrete ways educators can create a culture of thinking in their schools and classrooms, foster the kinds of thinking opportunities that lead to deep understanding of content, and look for evidence of student thinking and understanding.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/16/2017	\$1500	General Fund	Jayne Kelly
Activity - Cultures of Thinking Studio at Oakland Schools	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2014-2015 Wass School Improvement Plan

Wass Elementary School

Oakland Schools Coordinator, Lauren Childs, will lead dialogue groups with colleagues throughout Oakland County that completed the Cultures of Thinking Cohort III seminar. The dialogue groups will meet multiple times throughout the school year to share ideas and support each other throughout the Culture of Thinking journey.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1200	General Fund	Matt Jansen, Jayne Kelly, Alan Gielegem, Kim Cornelissen, Lori Opron, Ron Lawson, Debi Kellett, Kristyn Cubitt, Sarah Clos, Lauren Fragomeni, Kelly Naugle, and Jackie Pronovich
---	-----------------------	--------	---------	------------	------------	--------	--------------	--

Strategy 3:

Wass Wolves' Way Character Education - Wass staff will implement the core values of our Wass Wolves' Way Character Education Program (Responsibility, Perseverance, Respect, and Integrity) to become college in career ready in reading. We infused these core values into Reader's Workshop.

Research Cited: 11 Principles of Character Education, PBIS

Tier: Tier 1

Activity - Writing and Reading Revision Checklists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Reading and Writing Revising and Editing Checklists focused on the character traits of Responsibility, Respect, Perseverance, and Integrity to revise and edit their writing and reading.	Behavioral Support Program			09/03/2013	06/13/2014	\$150	General Fund	General Education Teachers, ESL Teachers, Special Education Teachers, and Support Staff

Goal 2: All students will be college and career ready in math.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to make sense of problems and persevere in solving them (CCSS Mathematical Practice #1) in Mathematics by 06/10/2016 as measured by a 3% increase from baseline data collected in 2013-14 in TSD report cards, grades 3-5..

Strategy 1:

Visible Thinking - All teachers will implement Visible Thinking/Critical Thinking routines and strategies in the classroom. These routines will be used to emphasize the 8 Mathematical Practices:

1. Make sense of complex problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Research Cited: Ron Ritchhart and Marck Church's research on Visible Thinking.

Tier:

Activity - Visible Thinking Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Visible Thinking Routines and questioning into math units to elevate students' thinking and hold them accountable for learning.	Direct Instruction			09/03/2013	06/01/2014	\$0	No Funding Required	Math Goal Team General Education Teachers Special Education Teachers Para-Professionals

Strategy 2:

Wass Wolves' Way Character Education - Wass staff will implement the core values of our Wass Wolves' Way Character Education Program (Responsibility, Perseverance, Respect, and Integrity) to become college in career ready in math. We infused these core values into the 8 mathematical principles. Teacher instruct students on these values during instruction and have posters displayed in each classroom.

Mathematically Proficient Wass Students:

2014-2015 Wass School Improvement Plan

Wass Elementary School

1. PERSEVERE in solving problems.
 2. Know their numbers.
 3. Give RESPECTFUL feedback to all claims.
 4. Can show how they solved a problem.
 5. Use their toolbox RESPONSIBLY.
 6. Attend to precision.
 7. Look for patterns.
 8. Work smarter, not harder (Look for shortcuts).
- * Show INTEGRITY every lesson, every day.

Research Cited: PBIS

11 Principles of Character Education

8 Mathematical Principles in Common Core State Standards

Tier:

Activity - Wass Wolves' Way Mathematical Principles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Wass Math and Character Education Goal Teams will infuse the Wass Wolves' Way Character Traits into the 8 Mathematical Practices and display these standards in each classroom to be used in daily instruction.	Direct Instruction			09/03/2013	06/13/2014	\$100	General Fund	Math Goal Team Character Education Goal Team Special Education and General Education Staff

Strategy 3:

Focused Instruction - Teachers will differentiate instruction to students through Math Expressions RTI tiered instruction at 3 levels for students: Intervention (for students having difficulty), On Level (for students having success), and Challenge (for students seeking a challenge). Using a tiered method of instruction will allow teachers to help all students to become proficient in mathematics.

Research Cited: Dr. Karen Fuson's research on Math Expressions Common Core and Children's Math Worlds Research Project, CCSS

Tier:

Activity - Tier I - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2014-2015 Wass School Improvement Plan

Wass Elementary School

Teachers will give students the opportunity to experience new instruction on grade level concepts they have not quite mastered. These students will be identified through formative assessments.	Direct Instruction			09/03/2013	06/01/2015	\$50000	General Fund	General Education Teachers, Math Goal Team, and Special Education Teachers
--	--------------------	--	--	------------	------------	---------	--------------	--

Activity - Tier 2 - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students the opportunity to experience new instruction in prerequisites necessary for success with grade level content. These students will be identified for Tier 2 Interventions through formative assessments.	Direct Instruction			09/03/2013	06/12/2015	\$50000	General Fund	General Education Staff, Special Education Staff, and Math Goal Team

Activity - Tier 3 - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use real world situations and carefully scaffolded examples to build the foundational knowledge necessary to achieve success with grade level content. Once success is achieved at Tier 3, students move to Tier 2 for more exposure to the topic and then to the Tier 1 activity for work on the grade level concept.	Direct Instruction			09/03/2013	06/12/2015	\$50000	General Fund	General Education Staff, Special Education Staff, and Math Goal Team

Goal 3: All students will be college and career ready in science.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to use scientific observations, data, and texts to support what they write in a Claim, Evidence, Reasoning format in Science by 06/10/2016 as measured by the Building developed C.E.R. Rubric..

Strategy 1:

Focused Instruction using Claim, Evidence, Reasoning - Teachers will instruct students how to use the Claim, Evidence, Reasoning Routine to make a claim, give supporting evidence, and share their reasoning on why they made their claim with supportive evidence.

Research Cited: CCSS

Next Generation Science Standards

2014-2015 Wass School Improvement Plan

Wass Elementary School

Marzano

What's Your Evidence! by Karla Zembal-Saul

Tier:

Activity - Claim, Evidence, Reasoning Graphic Organizer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model, guide, and practice using the Claim, Evidence, Reasoning Routine and Graphic Organizer. Teachers will model, guide, and provide independent practice for students in following a routine for writing a Claim, Evidence, Reasoning format using a graphic organizer during grade level specific science units.	Direct Instruction			09/03/2013	06/12/2015	\$0	No Funding Required	General Education Teachers and the Wass Science Goal Team
Activity - C.E.R. Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will engage in professional development training in strategies to teach students to write a Claim, Evidence, Reasoning format.	Professional Learning			09/03/2013	06/12/2015	\$0	No Funding Required	TSD District Science Coordinator, Science Goal Team
Activity - Examine Student Science CER Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in the fall and the spring to score and analyze student CER writing samples using the common rubric to collaborate on results and discuss ways to support their student progress in using this format of writing.	Evaluation			09/03/2013	06/10/2016	\$0	No Funding Required	Science Goal Team, General Education Teachers, and Special Education Teachers
Activity - Student Self-Assessment for CER	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The science committee will develop a grade level specific self-assessment for CER. The students will use this self-assessment to develop their level of thinking.	Evaluation	Tier 1	Evaluate	05/01/2014	06/10/2016	\$0	No Funding Required	Gen. Ed. Teachers Special Ed. Teachers Science Goal Team

2014-2015 Wass School Improvement Plan

Wass Elementary School

Strategy 2:

Visible Thinking - All teachers will implement Visible Thinking/Critical Thinking routines and strategies in the classroom during science instruction. Specifically, "Claim, Support, Question" and "Claim, Evidence, Reasoning" will be used to develop critical thinking skills with students.

Research Cited: Ron Ritchart and Mark Church's research on Visible Thinking.

Tier:

Activity - Rubric	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A rubric will be developed to assess the students' ability to use the Claim, Evidence, Reasoning Routine to show what they know, how they know it, and why their evidence supports their claim.</p> <p>According to the CER model, an explanation consists of:</p> <ul style="list-style-type: none"> •A claim that answers the question. •Evidence from students' data. •Reasoning that involves a "rule" or scientific principle that describes why the evidence supports the claim. 	Evaluation	Tier 1	Evaluate	09/03/2013	06/10/2016	\$500	General Fund	Science Goal Team Gen. Ed. Teachers Special Ed. Teachers

Strategy 3:

Wass Wolves' Way Character Education - Wass staff will implement the core values of our Wass Wolves' Way Character Education Program (Responsibility, Perseverance, Respect, and Integrity) to become college in career ready in science. We infused these core values into the Claim, Evidence, Reasoning Routine.

Research Cited: 11 Principles of Character Education, PBIS

Tier: Tier 1

Activity - CER Rubric with Wass Wolves' Way Core Values	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Science and Character Education Goal Teams will work together to develop a rubric that allows students to self-monitor and evaluate their own work by using the core values of our Character Education Program (Responsibility, Respect, Perseverance, and Respect). Students will use the rubrics to evaluate their own CER writing.</p>	Evaluation	Tier 1	Evaluate	09/03/2013	06/10/2016	\$300	General Fund	Science Goal Team Character Education Goal Team General Education and Special Education Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MAISA Reading Units	Teachers will implement the MAISA reading units of instruction into the Reading Curriculum to effectively meet the reading standards for the grade level.	Direct Instruction	Tier 1	Implement	09/02/2014	06/16/2017	\$0	General Education Teachers, Special Education Teachers
Claim, Evidence, Reasoning Graphic Organizer	Teachers will model, guide, and practice using the Claim, Evidence, Reasoning Routine and Graphic Organizer. Teachers will model, guide, and provide independent practice for students in following a routine for writing a Claim, Evidence, Reasoning format using a graphic organizer during grade level specific science units.	Direct Instruction			09/03/2013	06/12/2015	\$0	General Education Teachers and the Wass Science Goal Team
Student Self-Assessment for CER	The science committee will develop a grade level specific self-assessment for CER. The students will use this self-assessment to develop their level of thinking.	Evaluation	Tier 1	Evaluate	05/01/2014	06/10/2016	\$0	Gen. Ed. Teachers Special Ed. Teachers Science Goal Team
Examine Student Science CER Writing Samples	Teachers will meet in the fall and the spring to score and analyze student CER writing samples using the common rubric to collaborate on results and discuss ways to support their student progress in using this format of writing.	Evaluation			09/03/2013	06/10/2016	\$0	Science Goal Team, General Education Teachers, and Special Education Teachers

2014-2015 Wass School Improvement Plan

Wass Elementary School

Visible Thinking Routines	Teachers will incorporate Visible Thinking Routines and questioning into math units to elevate students' thinking and hold them accountable for learning.	Direct Instruction			09/03/2013	06/01/2014	\$0	Math Goal Team General Education Teachers Special Education Teachers Para-Professionals
C.E.R. Professional Development	Staff will engage in professional development training in strategies to teach students to write a Claim, Evidence, Reasoning format.	Professional Learning			09/03/2013	06/12/2015	\$0	TSD District Science Coordinator, Science Goal Team

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Wass Wolves' Way Mathematical Principles	The Wass Math and Character Education Goal Teams will infuse the Wass Wolves' Way Character Traits into the 8 Mathematical Practices and display these standards in each classroom to be used in daily instruction.	Direct Instruction			09/03/2013	06/13/2014	\$100	Math Goal Team Character Education Goal Team Special Education and General Education Staff
TSD Cultures of Thinking Leadership Team	One representative from our school will participate on the TSD Cultures of Thinking Leadership Team. The team will meet for 3 days to enhance their professional development, share ideas and strategies, and present progress back to the Wass staff. These sessions, led by Ellen Cale, are designed for building instructional leader, across all K-5 grade levels and subject areas, interested in supporting and developing their students as thinkers and learners. We focus on practical and concrete ways educators can create a culture of thinking in their schools and classrooms, foster the kinds of thinking opportunities that lead to deep understanding of content, and look for evidence of student thinking and understanding.	Professional Learning	Tier 1	Getting Ready	09/02/2014	06/16/2017	\$1500	Jayne Kelly

2014-2015 Wass School Improvement Plan

Wass Elementary School

Cultures of Thinking Studio at Oakland Schools	Oakland Schools Coordinator, Lauren Childs, will lead dialogue groups with colleagues throughout Oakland County that completed the Cultures of Thinking Cohort III seminar. The dialogue groups will meet multiple times throughout the school year to share ideas and support each other throughout the Culture of Thinking journey.	Professional Learning	Tier 1	Monitor	09/02/2014	06/12/2015	\$1200	Matt Jansen, Jayne Kelly, Alan Gielegem, Kim Cornelissen, Lori Opron, Ron Lawson, Debi Kellett, Kristyn Cubitt, Sarah Clos, Lauren Fragomeni, Kelly Naugle, and Jackie Pronovich
Tier 3 - RTI	Teachers will use real world situations and carefully scaffolded examples to build the foundational knowledge necessary to achieve success with grade level content. Once success is achieved at Tier 3, students move to Tier 2 for more exposure to the topic and then to the Tier 1 activity for work on the grade level concept.	Direct Instruction			09/03/2013	06/12/2015	\$50000	General Education Staff, Special Education Staff, and Math Goal Team
Tier 2 - RTI	Teachers will give students the opportunity to experience new instruction in prerequisites necessary for success with grade level content. These students will be identified for Tier 2 Interventions through formative assessments.	Direct Instruction			09/03/2013	06/12/2015	\$50000	General Education Staff, Special Education Staff, and Math Goal Team

2014-2015 Wass School Improvement Plan

Wass Elementary School

<p>CAFE in Literacy</p>	<p>Grade level teachers will teach the CAFE reading strategies. This will be accomplished during whole group, small group, and one on one instruction.</p> <p>Teachers will...</p> <ul style="list-style-type: none"> -Collaborate and discuss Fountas & Pinnell strategies and testing. -Input Fountas & Pinnell data into mastery manager to help teachers drive instruction -Use data from Mastery Manager to identify target students -Goal Team leaders will identify criteria for which students need the most help. -The Goal Team will facilitate conversations about current reading practices. -Conduct a follow-up goal team meeting to discuss strategies that can be used with the lowest performing students & discuss next steps. -All staff will meet to review "Check for Understanding" video at all levels. -Goal team will present on CAFE to the entire staff. -Staff conducts book study which is guided by the goal team. -Implement Building Cafe Kickoff. -Watch Overview of Cafe DVD (Pensive Assembly) -Highlight Cafe Menu and all strategies that each grade level is doing. -In-service staff and review beginning of the year assessment data to make instructional decisions about students. Launch Cafe strategies (behaviors that support reading, check for understanding). -Devise and collect survey to see how Cafe implementation is progressing. 	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/02/2014</p>	<p>06/16/2017</p>	<p>\$500</p>	<p>General Education Teachers Special Education Teachers Reading Specialist</p>
-------------------------	--	---------------------------------	---------------	------------------	-------------------	-------------------	--------------	---

2014-2015 Wass School Improvement Plan

Wass Elementary School

Rubric	<p>A rubric will be developed to assess the students' ability to use the Claim, Evidence, Reasoning Routine to show what they know, how they know it, and why their evidence supports their claim.</p> <p>According to the CER model, an explanation consists of:</p> <ul style="list-style-type: none"> •A claim that answers the question. •Evidence from students' data. •Reasoning that involves a "rule" or scientific principle that describes why the evidence supports the claim. 	Evaluation	Tier 1	Evaluate	09/03/2013	06/10/2016	\$500	Science Goal Team Gen. Ed. Teachers Special Ed. Teachers
Visible Thinking Routines	Students will develop critical thinking skills by participating and internalizing Visible Thinking Routines during instruction. Students will share their thinking using the routines both through oral and written expression.	Implementation	Tier 1	Implement	09/02/2014	06/16/2017	\$2250	General Education Teachers, Leadership Team, Special Education Teachers, Specials Teachers, Reading Specialist
Tier I - RTI	Teachers will give students the opportunity to experience new instruction on grade level concepts they have not quite mastered. These students will be identified through formative assessments.	Direct Instruction			09/03/2013	06/01/2015	\$50000	General Education Teachers, Math Goal Team, and Special Education Teachers
Writing and Reading Revision Checklists	Students will use Reading and Writing Revising and Editing Checklists focused on the character traits of Responsibility, Respect, Perseverance, and Integrity to revise and edit their writing and reading.	Behavioral Support Program			09/03/2013	06/13/2014	\$150	General Education Teachers, ESL Teachers, Special Education Teachers, and Support Staff

2014-2015 Wass School Improvement Plan

Wass Elementary School

CER Rubric with Wass Wolves' Way Core Values	The Science and Character Education Goal Teams will work together to develop a rubric that allows students to self-monitor and evaluate their own work by using the core values of our Character Education Program (Responsibility, Respect, Perseverance, and Respect). Students will use the rubrics to evaluate their own CER writing.	Evaluation	Tier 1	Evaluate	09/03/2013	06/10/2016	\$300	Science Goal Team Character Education Goal Team General Education and Special Education Teachers
--	---	------------	--------	----------	------------	------------	-------	--