

**Fulton County Schools
School Improvement Plan
2009-2012**

School: **Barnwell Elementary School**

Principal: **Elyse Arnett**

FridWhat is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student achievement in Math	All students in grades 3-5	350	47%	% of students in grades 3-5 scoring at Level 3 on the CRCT in Math	3 rd - 70%	67%	69%	72%	74%
	All students in grades 3-5	350	47%	% of students showing a z-score gain over two years	4 th - 41%	60%	62%	64%	66%
	SWD in grades 3-5	36	5%	% of SWD showing a z-score gain over two years	5 th - 44%	58%	60%	62%	64%
							Base 3 rd - Base 4 th - Base 5 th -		
							Base 3 rd - Base 4 th - Base 5 th -		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Checkpoints Benchmark Assessments	Classroom teachers grades 2-5	Aug., Dec., Jan., Feb.
End of Unit Assessments	Classroom teachers K-5	Upon unit completion
ITBS	Classroom teachers grades 3, 5	Sept.
CR CT	Asst. Principal	Spring 2010

Interim Data Collected – Mid-Year Update

In grade levels, we analyzed our Checkpoints pre and post Semester 1 data from SAMS, as well as our detailed end-of-unit test data by student, class, and grade level, and identified specific skills that still needed to improve. Groups of students at each grade level are targeted to receive additional support, instruction, and practice to accelerate mastery of essential concepts. {Percentages of students identified below}

- Kd: greater than, less than (19%)
- 1st grade: fractions, number patterns, place value (16%)
- 2nd grade: three digit addition/subtraction; missing parts of equations (57%)
- 3rd grade: inverse operation and place value (renaming large numbers) (61%)
- 4th grade: Division (48%); estimation strategies; mental math (83%)
- 5th grade: Sorting numbers into subsets (49%); modeling multiplication and Division of common fractions (44%)

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What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Teachers will use diverse research-based teaching strategies and differentiate instruction to meet the needs of all students. Teachers will display math vocabulary words and reinforce terms through daily instruction and practice of correct usage. Teachers will use pre test results in planning specific strategies to meet the individual needs of the students.</p> <p>Teachers will collaborate weekly within grade levels in the analysis of student performance data and use this data for instructional planning. Teachers will utilize technology, i.e. Education City (K,1), Study Island (2-5), Kidspiration, Essential Skills, etc., to reinforce GPS objectives and to monitor student progress. Teachers will utilize our Promethean interactive boards as an instructional tool to improve math competence. Teachers will individualize instruction for students utilizing Study Island and Brainpop assignments that align with the GPS in math. Teachers will utilize collaborative planning time to analyze student performance data to plan instruction. Teachers will coordinate flexible groups of students in response to student performance data. Teachers will provide small group instruction for at-risk students to bring them up to grade level.</p>	<p>Classroom, IRR teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>EIP teacher</p>	
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Teachers engaged in professional development training in implementing changes in math instruction specific to each grade level. • Teachers participated in professional development sessions on the effective utilization of standards-based best practices. • Teachers collaborated on student achievement data analysis and instructional planning weekly and during duty days. Teachers adjusted groupings of students to facilitate differentiation of instruction and better meet individual student needs. • We implemented after-school small group instruction for struggling 3rd and 5th graders. • Teachers are integrating a variety of software programs to provide differentiated instruction and practice to enhance skills mastery and monitor progress. • Teachers are displaying and using essential math vocabulary, and encouraging student usage as well. 		
<p>Actions Taken – End of Year Report</p>		

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What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Provide access to continued practice of GPS skills at home through math textbooks, Study Island, and the CRCT On-Line Assessment System.</p> <p>Utilize parent volunteers in the classroom to reinforce students' mastery of essential skills in computation and problem solving.</p> <p>Utilize existing technology-based forms of communication with parents, such as classroom newsletters, the weekly BearGram and teacher websites, to keep parents informed about curriculum updates and skills related resources.</p> <p>Provide Family Math Night as an opportunity for stakeholders to better understand the math curriculum and engage in fun math activities.</p>	<p>CST, Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>Classroom teachers</p>	
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Family Math Night is being planned and promoted to all stakeholders. • CRCT online access has been provided to all students and parents. • Parent volunteers are being recruited to work with students who are struggling in math. • Math curriculum and instruction is being shared with parents through teachers' newsletters as well as our weekly school newsletter. • Classroom assistants are working with small groups of students before and after lunch, and between 2:10 and 2:30 p.m. • Teachers assign individual practice with Study Island and Brainpop to address the specific needs of individual students. 		
<p>Actions Taken – End of Year Report</p>		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Conduct a monthly walkthrough of each classroom to observe the implementation of standards-based best practices in instruction and classroom design and function.</p> <p>Provide opportunities for Peer Observations for improved classroom organization, data analysis, and instruction.</p> <p>Provide a full day of collaborative planning for each grade level at least once each semester.</p> <p>Provide opportunities for vertical teaming across grade levels, as well as with 6th grade teachers.</p> <p>Schedule common planning times for grade levels and special education teachers.</p> <p>Provide professional development opportunities, on Early Release Days and during monthly staff meetings, for expansion of skills in using interactive boards for increased instructional impact.</p> <p>Provide professional development opportunities, during Early Release Days and monthly staff meetings, in math instruction best practices and the utilization of SAMS.</p>	<p>Principal, Asst. Principal, CST</p> <p>Principal, Asst. Principal, CST Principal, Asst. Principal, CST</p> <p>Principal, Asst. Principal, CST Principal, Asst. Principal, CST</p> <p>Principal, Asst. Principal, CST, Tech Specialist</p> <p>Principal, Asst. Principal, CST</p>	

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Schedule weekly classes in the Computer Lab for extended math instruction.
 Offer Extended Learning Opportunities twice weekly to at-risk 5th grade students.

Principal, Asst. Principal, CST
 Principal, Asst. Principal, CST

Actions Taken – Mid-Year Update

- The administrative team continues to conduct classroom walkthroughs focused on standards-based best practices.
- The Administration continues to encourage peer observations, and teachers share those experiences.
- We provided a day of collaborative planning for each grade level, including special education. We structured the master schedule to provide a common planning time for each grade level.
- We scheduled a special session during an Early Release Day to provide additional leveled training on the use of Promethean Boards to enhance instructional effectiveness.
- We developed a user friendly framework for the collection of end-of-unit test results, including individual test performance, and current averages by student, class, and grade level. This is posted on the U drive, and is accessible to all teachers and administrators for ongoing progress monitoring.
- We provided the opportunity for 5th grade students to serve as study buddies for Kd students.

Actions Taken – End of Year Report**Mid-Year Summary**

Preliminary conclusions regarding progress on this objective:

While the math skills mastery progress of most of our students is good, we have identified several skills at each grade level that require additional focus. Teachers have been asked to develop creative, outside-the-box, strategies to better address those needs, and those are now being implemented.

Additional action to be taken during remainder of this school year:

- Teachers and grade levels continue to monitor progress closely through unit tests and Checkpoints performance and to adjust groupings of students and instructional techniques to differentiate instruction.
- Teaching rotations have been developed to provide opportunities for students to have reteaching of specific skills with different teachers.
- Fifth grade students will be asked to work in the mornings before school with specific Kd students who are struggling in math.
- Parent volunteers are being recruited to work with individual students from 7:20-7:50 a.m. to enhance math skills mastery.
- On TAG days when few students are left in the classroom, remaining students will work with real world scenarios requiring mental math using video clips and focus groups.
- Classroom assistants are working with on-level and advanced students while the classroom teacher works with small groups of struggling students
- We will provide at least one more duty leave day for collaborative grade level planning.

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<i>End of Year Summary</i>
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student achievement in Writing.	All students in grade 5	115	15%	% of students in grade 5 who meet or exceed the standards on the Georgia Writing Assessment.	95%	90%	92%	94%	96%
	All students in grade 5	115	15%	% of students in grade 5 who exceed the standards on the Georgia Writing Assessment	22%	19%	21%	23%	24%
	All students in grade 3	115	15%	% of students who meet or exceed the standards in Conventions in Informational Writing on the Grade 3 Writing Assessment	78%	89%	91%	93%	95%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
English Language Arts Performance Assessment scores K-5 Georgia Writing Assessment scores (5 th grade) 3 rd grade Writing Assessment scores	Classroom teachers Classroom teachers, CST Classroom teachers, CST	Fall, winter, spring spring winter

Interim Data Collected – Mid-Year Update

- All K – 5 teachers entered student performance scores for each of three common writing assessments (ELA performance assessments) in our school data collection spreadsheet. Scores included Does Not Meet, Meets, or Exceeds Standards on those standards being evaluated.
- Pre and Post ELA Checkpoints scores for grades 2-5 Writing Standards were analyzed by teacher teams to determine areas of weakness and students who have not demonstrated adequate progress in specific writing skills and knowledge.
- Specific skills to be targeted for reteaching include:
 - Capitalization, punctuation, and spelling
 - Multiple meaning words
 - Possessive nouns
 - Complex and compound sentences
 - Composing a strong and unforgettable conclusion

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- o **Varying sentence structure**

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Teachers will use Language Arts Performance Assessment results in planning instruction. Teachers will implement Six Traits writing instruction (with associated materials) across the curriculum. Teachers will utilize daily journal writing activities aligned with the GPS standards. Teachers will participate in opportunities for school-based professional development in the instruction of writing during Early Release Days and collaborative planning days. Teachers will incorporate the use of Promethean Boards, as well as Alpha Smarts, Kidspiration, and I Can Write Online into instruction to assist in developing writing skills.</p>	<p>Classroom teachers Classroom teachers Classroom teachers Classroom teachers Classroom teachers Classroom teachers</p>	

Actions Taken – Mid-Year Update

- **Standards-Based Classroom redelivery focused on writing during September Early Release Day. The video clip that was discussed for evidence of standards-based classroom best practices was an elementary writing lesson.**
- **The Writer's Workshop was a required session for all teachers at the October ERD.**
- **All grade levels viewed and discussed Lucy Calkins' videos about writer's conferences during professional planning days and grade level team meetings.**
- **All teachers implemented Writers Workshop in their classrooms, and use Six Traits materials that have been purchased by PTA.**
- **Teams have shared and analyzed student performance on the writing assessments, adjusting instruction accordingly. They have identified specific skills to address with specific individual students/groups.**
- **Technology projects incorporate writing skills and writing topics integrate other content areas.**

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Provide parents with steps they can take to reinforce writing skills at home through classroom newsletters and website resources. Provide parents with grade level rubrics for evaluating student performance in writing. Provide opportunities for students to enhance their writing skills by participating in writing for The Barnwell Press, The Reflections contest, the River of Words contest, and the Young Georgia Authors</p>	<p>CST, classroom teachers CST, classroom teachers CST, classroom teachers, PTA</p>	

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Writing Contest.		
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> Parents are provided with online resources for writing development and information about the Six Traits, as well as the Georgia Performance Standards. Students participated in Reflections and Young Georgia Authors writing competitions. The Poetry Off the Page Program was provided by PTA for 5th graders in January. The PTA Publishing Committee is preparing to assist with celebrating student writing by publishing each child's book and organizing a class publishing party. 		
<p>Actions Taken – End of Year Report</p>		
<p>What initiatives/improvements will be implemented in the area of School Management to support this objective?</p>		
<p>Implementation Plan for 2009-10</p>	<p>Position Responsible</p>	<p>Budget/Resources</p>
<p>Provide teachers with grade appropriate Six Traits instructional materials. Conduct a monthly administrative walkthrough of each classroom to observe, and provide feedback about writing instruction. Provide professional development opportunities on Early Release Days and during collaborative planning days to improve instructional skills in writing. Provide opportunities for teachers to collaborate during Early Release Days and planning days to analyze student writing samples and adjust instruction accordingly to ensure improvement.</p>	<p>CST, Media Center Specialist Principal, Asst. Principal, CST Principal, Asst. Principal, CST Principal, Asst. Principal, CST</p>	<p>\$1,000/Media Center</p>
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> Grade levels have been provided additional Six Traits resources. Administrative Team members continue to conduct classroom walkthroughs to monitor writing instruction and provide teacher feedback. Professional Development has been provided by our CST and guest presenters concerning Writers Workshop, writing conferences, and differentiation on Early Release Days and professional learning team meetings. Common planning time, video resources, and guidelines for discussing and reflecting on best practices in writing instruction have been provided to teachers K – 5. 		
<p>Actions Taken – End of Year Report</p>		

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<i>Mid-Year Summary</i>
<p>Preliminary conclusions regarding progress on this objective:</p> <p>The results indicate very strong performance in writing, with at least 90% of our students scoring at <i>meets</i> and <i>exceeds expectations</i> on all assessments with one exception...on the first writing assessment, 21% of fourth graders <i>did not meet expectations</i>. Subsequent scores have improved to 100% of fourth graders meeting expectations on the most recent assessment. Third graders show about 30% of students exceeding expectations on the first two assessments.</p>
<p>Additional action to be taken during remainder of this school year:</p> <p>Using interim data, teachers have identified areas for remediation, continued practice and enrichment with certain students and student groups. Specific strategies have been developed including:</p> <ul style="list-style-type: none">• Small group instruction between 7:20 and 7:50 a.m.• Regrouping of students by area of deficit for special instruction• Student/teacher writing conferences• Increased use of the interactive boards in writing practice
<i>End of Year Summary</i>
<p>Overall Conclusions regarding this Objective:</p>
<p>Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Students will demonstrate increased skill and knowledge in technology standards.	All students	750	100%	% of students in grades K – 5 who exceed criteria on two of three grade level performance-based technology assessments.			25%	27%	29%
				% of Kd and Grade 1 students who meet 80% of the knowledge and skills identified on the grade level checklist.			80%	82%	84%

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Technology checklist data	Classroom teachers	Ongoing
Performance-based technology assessment rubric results	Classroom teachers	Project end points

Interim Data Collected – Mid-Year Update

During computer lab instructional sessions, kindergarten and first grade teachers used technology checklists to assess their students' knowledge of the technology skills being taught. The data collected was used to identify skills in need of remediation and the set of students who needed re-delivery of instruction in order to achieve mastery of the skill (skill and percentage of students needing remediation):

- Kindergarten: Log-on (21%)
- First Grade: Log-on (10.5%) and saving data with teacher support (11%)

Using data from performance-based technology assessments and rubrics, teachers entered performance results on the U:drive to collectively assess the performance of an individual teacher's students as well as grade level performance on each of three technology projects. The results from these assessments indicate the percentage of students who exceeded the standard:

	<u>Project 1</u>	<u>Project 2</u>		<u>Project 1</u>	<u>Project 2</u>
Kd	43%	60%	3 rd	38%	
1 st	0%		4 th	23%	10%
2 nd	46%	5%	5 th	15%	

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What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Teachers will create a checklist of technology power standards for Kd and grade 1 using ISTE (International Society for Technology in Education) standards.</p> <p>Teachers will use standards-based checklists to monitor student progress in mastery of technology skills.</p> <p>Teachers will utilize Promethean Boards, Alpha Smarts, Study Island, Brainpop, Kidspiration, Essential Skills, Typing Pal, and I Can Write Online in instruction across the content areas, skills development, and monitoring performance.</p> <p>Computer Lab assistants will meet with the tech data review team to evaluate technology checklists.</p> <p>Teachers will participate in technology focused school-based professional development opportunities during Early Release Days and staff meeting days.</p> <p>Teachers will develop rigorous rubrics for the evaluation of student progress on three performance-based technology assessments.</p>	<p>Kd, 1st grade teachers</p> <p>Kd, 1st grade teachers</p> <p>Classroom teachers</p> <p>Select computer lab assistants</p> <p>Classroom teachers, Tech Specialist</p> <p>Classroom teachers</p>	
<p>Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Kindergarten and first grade teachers created checklists of technology power standards using ISTE. • Computer lab assistants met with the tech data review team to evaluate the technology checklists. • Teachers used the standards-based checklist to monitor student progress. • Teachers utilized Promethean Boards, Study Island, Brainpop, Kidspiration, Essential Skills, Typing Pal, and I Can Write during instruction for skill development and for monitoring progress. • Teachers revised existing rubrics to add rigor in the evaluation of student progress on three performance-based technology projects. 		
<p>Actions Taken – End of Year Report</p>		
What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?		

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Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Provide parents with instructions about at-home practice of technology-based skills. Provide parents with grade level checklists for evaluating technology skills progress. Provide Typing Pal Online access for skills practice.	Classroom teachers Classroom teachers PTA	\$600/PTA budget
<p style="color: red;">Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Teachers sent home newsletters identifying the technology skills that are being taught in the classroom. • Teachers sent home keyboarding and login directions. • Several Barnwell students participated in the Technology Fair competition. • Teachers sent home online access codes for additional CRCT practice. • The PTA surveyed teachers about their integration of technology in classroom instruction. • Kd-5 students were evaluated on one or two technology projects in Semester 1. 		
<p style="color: red;">Actions Taken – End of Year Report</p>		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Monitor implementation of technology instruction and use of data checklists by analyzing student data in Dec., and March. Schedule weekly class sessions in the Computer Lab for instruction and practice in computer and GPS skills in the content areas. Provide professional learning opportunities for teachers to improve their proficiency in using Promethean Boards and instructional software programs. Incorporate the effective use of technology in instruction into the classroom walkthrough process.	Principal, Asst. Principal, CST Principal, Asst. Principal, CST Principal, Asst. Principal, CST, Tech Specialist Principal, Asst. Principal, CST	
<p style="color: red;">Actions Taken – Mid-Year Update</p> <ul style="list-style-type: none"> • Our Technology Specialist created a data collection/progress monitoring spreadsheet for tracking student performance on each grade level technology project. • The Principal, Assistant Principal, and CST monitored technology instruction in the labs and analyzed students data after teachers completed the data analysis form. • The master schedule was developed with one computer lab session for each class and teachers were allowed to sign-up for additional sessions as their 		

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schedules permitted

- During classroom walkthroughs, the Principal, Assistant Principal and CST looked for effective uses of technology during instruction and noted it on the walkthrough form to provide relevant feedback to teachers.
- (Promethean Board training was scheduled, but a conflict prevented the training. It has been rescheduled for the March Early Release Day.)
- We provided the opportunity for students to participate in the FCS Technology Fair, and several students took advantage of the opportunity.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:

At mid-year with one or two assessments scored, the data indicates that students are making progress towards improving their performance on technology projects. A large percentage of the students are *meeting or exceeding* expectations on two of the three assessments. We are working to increase the percentage of students who *exceed* the standards.

Additional action to be taken during remainder of this school year:

- Teachers will be asked to review the rubrics with their students.
- We have adjusted our objective to reflect “two of three”, instead of simply “three” grade level technology assessments. (We realized that the original intent was not for students to achieve level three on all three assessments, but on two of three.)
- Increase use of Typing Pals software for additional keyboard practice.
- Use Kidspiration in Science and Social Studies instruction for the creation of study guides.

End of Year Summary

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

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Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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