

LEA Name:	Dublin ISD
Campus Name:	

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<i>After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</i>
Identified and Prioritized Needs: It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
Need 1:	Consistent use of best instructional practices including higher order questioning, higher level of rigor, and vocabulary strategies for all students including Bilingual/ESL, and Special Education.
Need 2:	Improve disaggregation of student data to impact classroom instruction and student interventions.
Need 3:	Improve writing instruction and student practice.
Need 4:	Increase parental involvement to encourage participation and collaboration between home and school.
Need 5:	

*****Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!*****

Need:	Consistent use of best instructional practices including higher order questioning, higher level of rigor, and vocabulary strategies for all students including Bilingual/ESL, and Special Education.
Index:	
Critical Success Factor:	Improve Academic Performance
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	Implement research-based strategies from Marzano, to include an emphasis on questioning techniques and vocabulary development across the curriculum to increase student achievement. All new teachers will receive sheltered instruction training. All teachers are encouraged to obtain ESL certification. All staff attended K-12 HOTS training on August 19, 2013.

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How will addressing this need impact the index/CSF or major system identified?	By engaging students and expecting them to perform at a higher level of rigor this will help improve performance on index/CSF.
Required For District Submissions	
Major Systems:	Instruction
Components:	Rigorous and Relevant

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Interventions by Quarter

		Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
Need 1	To date, what actions have been taken to address Need 1?	All staff attended the K-12 HOTS, A Framework for Poverty, and Power Walk trainings in August 2013 staff development. 9 teachers attended the CSCOPE state conference. 437 power walks were completed in September. Teachers on all campuses reported and reviewed with campus staff summer PD attended. Campuses are implementing research-based strategies from Marzano.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.	
		Q2 Goal:		Q3 Goal:		Q4 Goal:			
		Interventions:		Interventions:		Interventions:			
		1)	Professional Development	1)	Professional Development	1)	Professional Development		
		2)	Mentor teacher observations	2)	Mentor teacher observations	2)	Mentor teacher observations		
3)	Power walks	3)	Power walks	3)	Power walks				
		4)	ELL classroom aides	4)	ELL classroom aides				
Q1 Report		Q2 Report		Q3 Report		Q4 Report			
		Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes		
		Describe the data or evidence used to determine if the goal will or won't be met.	Mentor teachers conducted over 60 observations and completed follow up plans with the teachers observed. Over 900 Power Walks were completed in the district from Oct.-Dec. Campus trends from Power Walks were shared by campuses. Individual teacher Power Walk reports were distributed and discussed with teachers. All staff reviewed the TELPAS test and vocabulary. All staff received training and information on demographics of the special populations of all students by grade level and training in the Power Walk. Teachers received ELPS Proficiency Levels for ELL students. Professional development included: 4 teachers - Latino Literacy training; 3 teachers- Developing Mathematical Ideas; 1 teacher - Dyslexia training; 26 teachers - Guided Reading training; 2 teachers - new Math TEKS K-8; 2 teachers - STAAR Reading Data with Instructional ideas for grades 3-5; 6 teachers -TRC Math/ Science Institutes; 6 teachers Focus on Middle School Mathematics; 4 - teaching Inference to the Literal Thinker; 3 teachers- Making the Abstract Concrete; 7 teachers -STAAR/EOC Writng training; 3 teachers - Differentiating Math for GT students; 2 teachers - ELA Reading Improvement for grades 6-8; 5 teachers - New teacher training at Region 14; 20 teachers- Rigor and Questioning in the Classroom. The district monitored campus CBA's. Improvement has been made in most subjects and grade levels from CBA1 to CBA3.	Describe the data or evidence used to determine if the goal will or won't be met.	Mentor teachers conducted more classroom observations and planning with teachers. 2 additional classroom aides were hired to work with ELL students. Individual conferences, progress monitoring, and parent meetings with assessment information were provided for ELL students. 737 Power Walks were completed in the district from January through March. All campuses shared campus trends and also distributed individual reports with feedback to teachers. Professional development was provided in transitioning to the new Math TEKS; sheltered instruction; Lead4Ward Data Analysis; Accelerated Reading; Inferencing and STAAR Analysis for Elementary; STAAR Reading; STAAR Writing; STAAR Ready for grades 6-8; TALA Writing; 1st 21 Days of School for elementary teachers; technology; and all teachers received training in Looking at Data in a More Effective Way.	Describe the data or evidence used to determine if the goal will or won't be met.	STAAR and EOC passing rates: 3rd Reading 72%; Math 90%; 4th Reading 59%; Writing 61%; Math 68%; 5th Reading 73%; Math 82%; Science 67%; 6th Reading 76%; Math 82%; :7th Reading 61%; Writing 66%; Math 48%; 8th Reading 91%; Math 92%; Social Studies 54%; Science 49%; Algebra I 72% (1st-Time tested 77%); Biology 77% (1st-Time tested 94%); English I 63% (1st-Time tested 71%); English II 67% (1st-Time tested75%); US History 88%. Administrators completed 2561 power walks during the 2013-2014 school year. 2 principals attended PD in vocabulary best practices in June. Bilingual summer school was provided for kindergartend and 1st grade. Students at risk of passing in grades 2 and 3 attended summer school in June. Students who did not pass the STAAR attened intervention classes in grades 5, 8 and EOC subjects.		

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	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Additional training in reading and writing will be provided. Mentor teacher observations and planning will continue. Power walks will continue with additional individual reports provided for teachers. Additional training on processes for creating CBA's and continued data review.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Mentor teacher observations and planning continue. Power walks will continue with additional individual reports provided for teachers.</p>
	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Professional development is scheduled to include: Lesson framing, HOTS, and Purposeful Talk; Sheltered Instruction, Building manipulatives; CHAMPS classroom management, Data Disaggregation, and Questioning techniques. Book studies will be conducted for elementary and intermediate teachers on Comprehension Connections Bridges to Strategic Reading. ESC14 staff will provide training for 5th & 8th Science and Biology teachers and 7th & 8th math teachers. Administrative staff will have training by Lead Your School on CBA development and implementation. New teachers will attend "Enhancing Learning through Effective Classroom Management presented by Spencer Henry in September. Each campus revised their schedule to continue or increase time for student interventions.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Professional development is scheduled to include: Lesson framing, HOTS, and Purposeful Talk; Sheltered Instruction, Building manipulatives; CHAMPS classroom management, Data Disaggregation, and Questioning techniques. Book studies will be conducted for elementary and intermediate teachers on Comprehension Connections Bridges to Strategic Reading. ESC14 staff will provide training for 5th & 8th Science and Biology teachers and 7th & 8th math teachers. Administrative staff will have training by Lead Your School on CBA development and implementation. New teachers will attend "Enhancing Learning through Effective Classroom Management presented by Spencer Henry in September. Each campus revised their schedule to continue or increase time for student interventions.</p>

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Need:	Improve disaggregation of student data to impact classroom instruction and student interventions.
Index:	
Critical Success Factor:	Quality Data to Drive Instruction
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	(CBA's) each six weeks to determine the mastery and retention of TEKS during the six weeks. Teachers chart the data in order to drive instruction and assign interventions. Classroom walkthroughs and Fundamental 5 process continues.
How will addressing this need impact the index and CSF identified?	Data disaggregation will drive classroom interventions and student achievement will increase impacting the index/CSF.

Required For District Submissions

Major Systems:	Curriculum_Assessment
Components:	Data-Driven Decision-Making

Interventions by Quarter

Need 2

	Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
To date, what actions have been taken to address Need 2?	June 26-28, 2013, 18 teachers and 3 administrators attended Virginia Bernhardt's three day workshop in Improving Classroom Instruction through Data Disaggregation. All teachers and administrators were trained in the Fundamental 5 process on August 15, 2013.	In 2013-2014 to meet or exceed "Met Standard" on state assessments.	In 2013-2014 to meet or exceed "Met Standard" on state assessments.	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
		Q2 Goal:	Q3 Goal:	Q4 Goal:
		Interventions:	Interventions:	Interventions:
		1) Professional development 2) Targeted student interventions 3) 4)	1) Professional development 2) Targeted student interventions 3) Power Walks 4) Grades 4-12 weekly, 3 week and 6 week CBA data analysis	1) Professional development 2) Targeted student interventions 3) Power Walks 4) Grades 4-12 weekly, 3 week and 6 week CBA data analysis
		What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
		1) PD certificates 2) CBA data reports 3) 4)	1) PD certificates 2) CBA data reports 3) Lesson Plans 4) CBA assessments reviewed for rigor and alignment	1) PD certificates 2) CBA data reports 3) Lesson Plans 4) CBA assessments reviewed for rigor and alignment

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End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report		Q4 Report
	Are you on track to meet the annual goal? Yes		Are you on track to meet the annual goal? Yes		Are you on track to meet the annual goal? Yes
	Describe the data or evidence used to determine if the goal will or won't be met.	TELPAS, STAAR, and CBA data were analyzed. All staff analyzed the vocabulary on TELPAS and vocabulary lists were created which became a focus on each campus. CBA's were administered each 3 weeks in grades 1-6 and after each 6 weeks in grades 7-11. A complete benchmark was given in grades 7-11. Grades 4-6 analyzed data from weekly CBA's.	Describe the data or evidence used to determine if the goal will or won't be met.	CBA reports including Heat Map and Quintile reports were reviewed from weekly, 3 week and 6 week assessments. Review lesson plans including ELL modifications and the lowest SE's in each subject. Power walk reports were reviewed on each campus and by the district.	Describe the data or evidence used to determine if the goal will or won't be met.
	What, if any, adjustments must be made in order to meet the annual goal?	Additional professional development will be provided. Data will be analyzed from a benchmark in grades 3-6. Grades 7-11 will begin weekly assessments and 3 week CBA's. Additional tutorials will be scheduled for grades 3-11. Targeted, intensive student interventions will be focused on lowest SE's on CBA's and benchmarks. Teachers will determine 3 SE's in each STAAR area for focus and targeted instruction.	What, if any, adjustments must be made in order to meet the annual goal?	Each campus will focus on the 3 lowest SE's in each subject. ELL student interventions and progress monitoring will continue. CBA's will continue through the end of the semester. Continue data analysis of CBA's. Continue lesson plan review and power walk data analysis.	What, if any, adjustments must be made in order to meet the annual goal?
					STAAR and EOC passing rates: 3rd Reading 72%; Math 90%; 4th Reading 59%; Writing 61%; Math 68%; 5th Reading 73%; Math 82%; Science 67%; 6th Reading 76%; Math 82%; :7th Reading 61%; Writing 66%; Math 48%; 8th Reading 91%; Math 92%; Social Studies 54%; Science 49%; Algebra I 72% (1st-Time tested 77%); Biology 77% (1st-Time tested 94%); English I 63% (1st-Time tested 71%); English II 67% (1st-Time tested 75%); US History 88%. Administrators completed 2561 power walks during the 2013-2014 school year.
					Administrative staff will have training by Lead Your School on CBA development and implementation. Administrators will train staff on data disaggregation based on the STAAR results and campus needs assessment. Each subject and grade will begin the year with targeted student interventions on the 3 lowest SE's on STAAR.

Need:	Improve writing instruction and student practice.
Index:	
Critical Success Factor:	Improve Academic Performance
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	Increase the writing process across the disciplines.
How will addressing this need impact the index and CSF identified?	This will help in the index/CSF by having students continuously writing in each subject area which will increase their writing abilities and narrow the student performance gap.

Required For District Submissions	
Major Systems:	Instruction
Components:	Rigorous and Relevant

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Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
		<p>To date, what actions have been taken to address Need 3?</p> <p>Teachers trained in 6+ Writing Traits Strategies resented findings to staff in August . Nine teachers attended Institutes for Literacy Instruction and Intervention ,3 teachers attended Writing Prep for STAAR/EOC , 13 attended Accelerated Reading/STAR Enterprise training, and 9 attended the CSCOPE State Conference. Writing processes have been implemented across the district. On the secondary campus all students in Spanish 1 and Spanish II are receiving extension instruction on grammar and vocabulary to aid in writing. Six Traits writing crates and materials were distributed to teachers in grades 3-8.</p>	<p>Q2 Goal: In 2013-2014 to meet or exceed "Met Standard" on state assessments.</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Professional Development 2) Writing across disciplines 3) 4) <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) PD certificates 2) Lesson plans 3) Writing samples 4) 	<p>Q3 Goal: In 2013-2014 to meet or exceed "Met Standard" on state assessments.</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Professional Development 2) Writing across disciplines 3) 4) <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) PD certificates 2) Lesson plans 3) Writing samples 4) 	<p>Q4 Goal: In 2013-2014 to meet or exceed "Met Standard" on state assessments.</p> <p>Interventions:</p> <ol style="list-style-type: none"> 1) Professional Development 2) Writing across disciplines 3) 4) <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> 1) PD certificates 2) Lesson plans 3) Writing samples 4) 		

End of Quarter Reporting

Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	<p>track to meet the annual goal?</p> <p>Yes</p>		<p>track to meet the annual goal?</p> <p>Yes</p>		<p>Are you on track to meet the annual goal?</p> <p>Yes</p>	
	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>Writing folders were checked by campus administration at regular intervals in grades 1-6. Secondary ELA teachers attended STAAR writing professional development . Writng across all disciplines was implemented at the secondary campus. Over 900 Power Walks were completed in the district.</p>		<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>Writing folders were checked by campus administration at regular intervals in grades 1-6. Secondary ELA teachers attended additional STAAR writing training specific to the revised ELA End of Course Test for English I and II . Writing across all disciplines was implemented at the secondary campus. 737 Power Walks were completed in the district during this quarter.</p>		<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>Writing folders were checked by campus administration at regular intervals in grades 1-6. Writng across all disciplines continued at the secondary campus. Administrators completed 2561 power walks during the 2013-2014 school year.</p>	
	<p>What, if any, adjustments must be made in order to meet the annual goal?</p> <p>Additional professional development in writing for secondary ELA teachers.</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p> <p>3rd grade will complete a writing CBA in May. The secondary campus will continue writing across disciplines. Administrators will review writing samples from elective classes.</p>		<p>What, if any, adjustments must be made in order to meet the annual goal?</p> <p>Additional professional development will be scheduled for writing teachers. Writing across all disciplines will be a district initiative.</p>	

Need 3

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Need:	Increase parental involvement to encourage participation and collaboration between home and school.
Index:	N/A
Critical Success Factor:	Family/Community Engagement
Annual Goal:	In 2013-2014 to meet or exceed "Met Standard" on state assessments.
Strategy:	Parent contacts and conferences will change student academic performance.
How will addressing this need impact the index and CSF identified?	Strengthening parent and teacher relationships will increase opportunities for student growth altering the index/CSF.

Required For District Submissions	
Major Systems:	Parents_Community
Components:	Parent Involvement

Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
To date, what actions have been taken to address Need 4?	Title I Annual Meeting/Meet the Teacher Night was held on August 28, 2013 at all campuses. During September 2013 Partners in Education Center (PIE Center) opened. Two adult ESL classes meet weekly. Teachers are making phone calls, writing in student journals, and holding conferences with parents to increase involvement.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.		In 2013-2014 to meet or exceed "Met Standard" on state assessments.
		Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Interventions:		Interventions:		Interventions:	
		1) PIE Night		1) Individual teacher/parent contacts		1) Individual teacher/parent contacts	
		2) Individual teacher/parent contacts		2) Parent Information Meetings		2) Parent Information Meetings	
		3)		3)		3)	
		4)		4)		4)	
	What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
	1) Agendas and sign in sheets		1) Agendas and sign in sheets		1) Agendas and sign in sheets		
	2) Contact logs and reports		2) Contact logs and reports		2) Contact logs and reports		
	3)		3)		3)		
	4)		4)		4)		

Need 4

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End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report		Q4 Report
	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?
	Describe the data or evidence used to determine if the goal will or won't be met.	Attendance at PIE Night was 119. Strategies were shared with parents on ways to help their child at home. The Elementary campus had a fall festival for parents and students. 51 parents attended a family reading night on October 3rd at the elementary school. Teachers on all campuses communicated with parents via journals, notes, electronic media and face to face. Adult ESL classes were held weekly.	Describe the data or evidence used to determine if the goal will or won't be met.	ELL parent information meeting on STAAR and TELPAS was held for grades K-6 with limited attendance from grades 4-6. Teachers on all campuses communicated with parents via journals, notes, electronic media and face to face. Adult ESL classes began with approximately 10 parents in regular attendance. The elementary campus held events which included reading night, PE night at a high school basketball game, Pre-K social studies rodeo, and a tour for incoming PreK students.	Describe the data or evidence used to determine if the goal will or won't be met.
	What, if any, adjustments must be made in order to meet the annual goal?	Encourage more teachers to become ESL certified at the secondary level. Schedule parent meetings for ELL parents with TELPAS and STAAR information. Schedule PIE nights at the secondary campus on STAAR, graduation plans, college and career financial aid and planning, etc. Implement Latino Literacy Project for parents of elementary age children.	What, if any, adjustments must be made in order to meet the annual goal?	Parent Meetings will include: Grades 8-11 Graduation Plan Meetings including 10th and 11th Grade Dual Credit options, and 5th and 8th grade meetings for parent of students who do not Meet Expectations on the STAAR assessments to explain the results and the accelerated instruction that will take place before the next assessment. Adult ESL classes and Latino Literacy will continue through May.	What, if any, adjustments must be made in order to meet the annual goal?

Need:	
Index:	
Critical Success Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

Required For District Submissions	
Major Systems:	
Components:	

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Interventions by Quarter										
Need 5	Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)			
	To date, what actions have been taken to address Need 5?			Q2 Goal:			Q3 Goal:			
				Interventions:		Interventions:		Interventions:		
				1)		1)		1)		
				2)		2)		2)		
		3)		3)		3)				
		4)		4)		4)				
		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		
1)			1)		1)					
2)		2)		2)						
3)		3)		3)						
4)		4)		4)						
End of Quarter Reporting										
Q1 Report		Q2 Report		Q3 Report		Q4 Report				
		Are you on track to meet the annual goal?			Are you on track to meet the annual goal?			Are you on track to meet the annual goal?		
		Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.			Describe the data or evidence used to determine if the goal will or won't be met.		
		What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?			What, if any, adjustments must be made in order to meet the annual goal?		

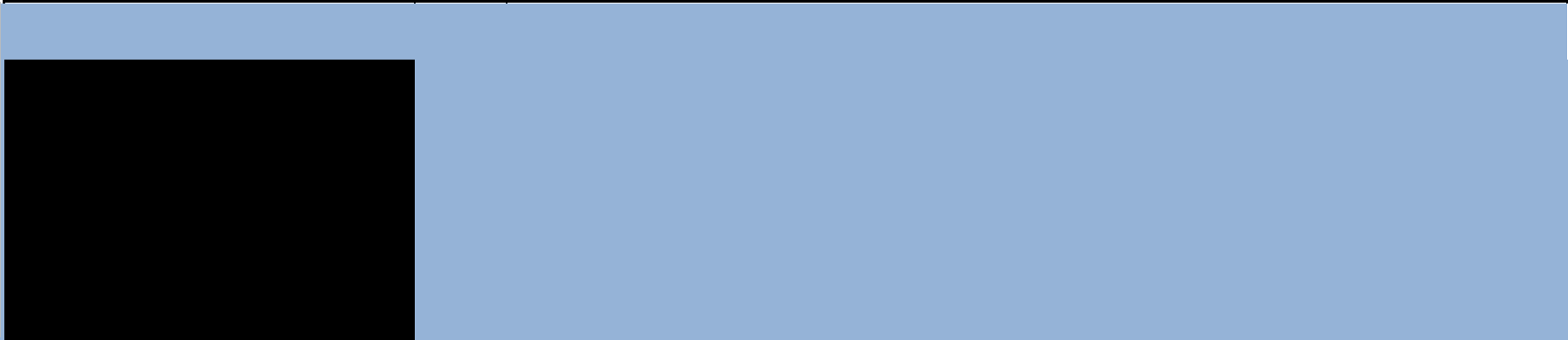
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Need 6	
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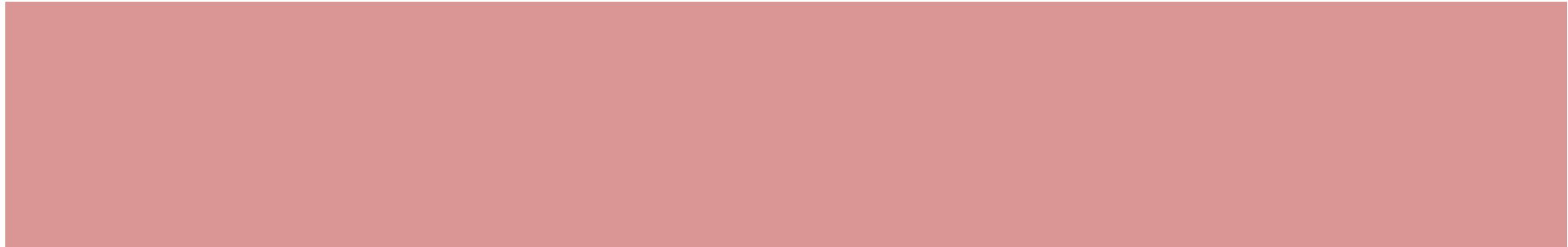
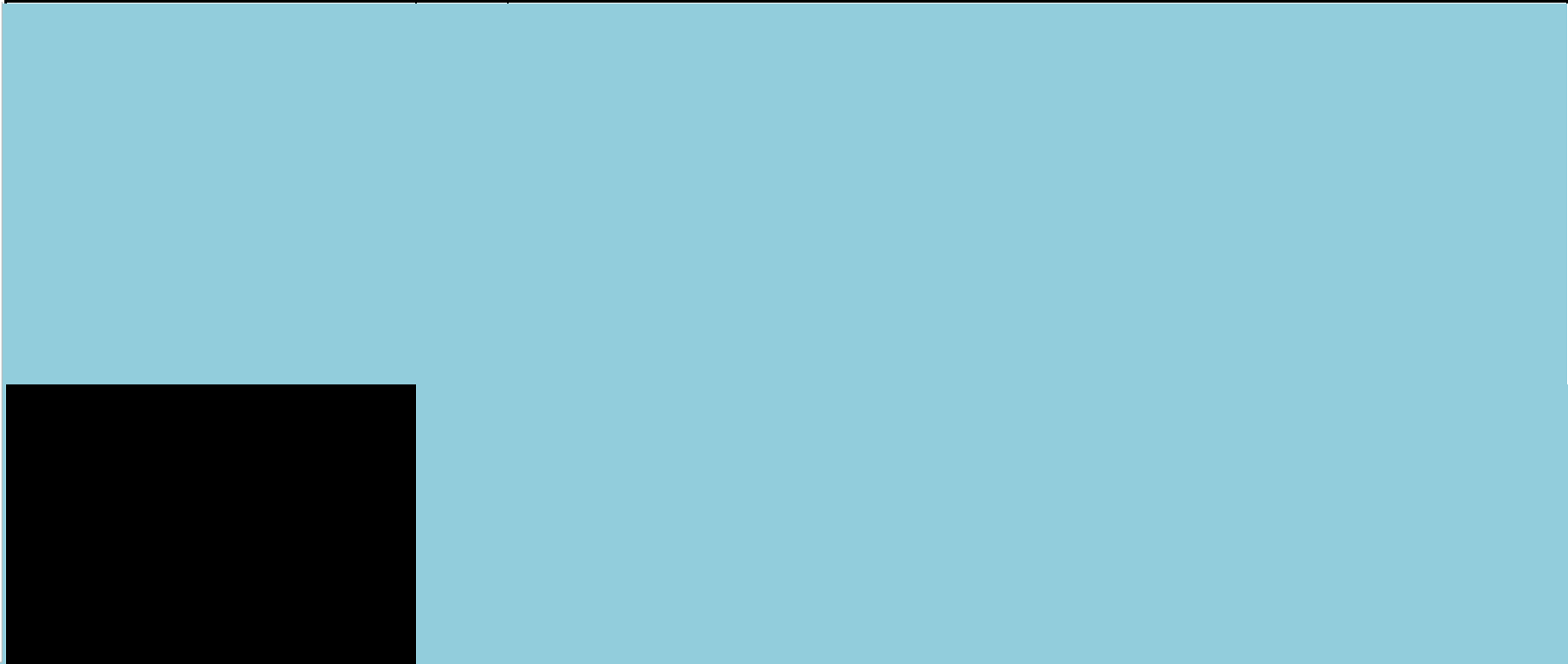
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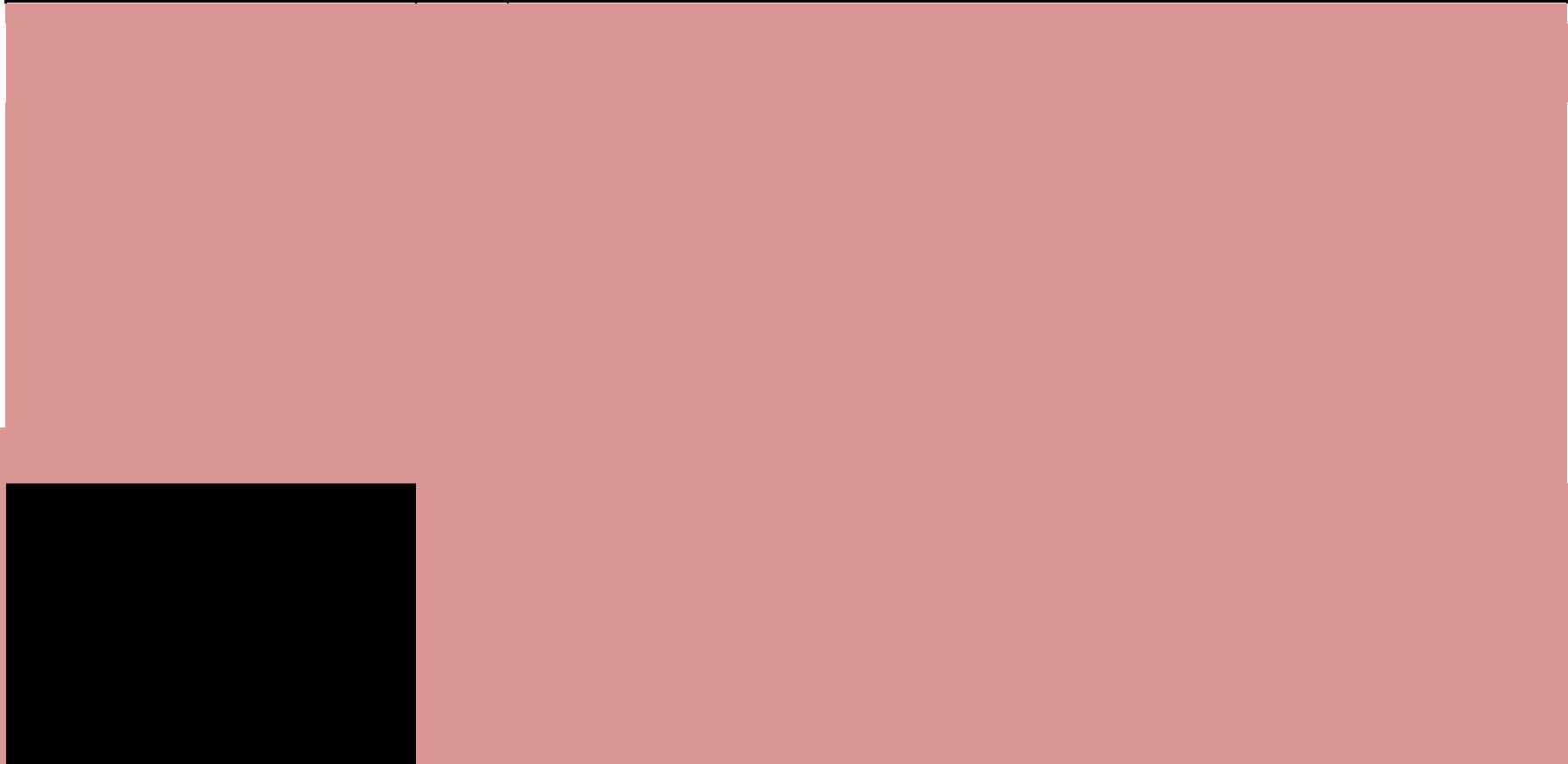
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Need 8



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Need 9

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Need 10



Attestation Statement:	<input type="checkbox"/> By checking the box, I attest that an on-site needs assessment has been conducted TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.
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