



## 2025 - 2028 School Improvement Plan

### Administrative Summary

*Since beginning my tenure as Principal of South Elementary last summer, I have been deeply impressed by the strength, spirit, and dedication of our school community. From day one, it's been clear that this is a place filled with pride, high expectations, and a shared desire to grow. That collective commitment to becoming the very best version of ourselves fills me with great optimism about the road ahead.*

*This year, we've taken important steps forward—laying critical groundwork for the future. One of the most significant accomplishments has been the collaborative development of a new vision and mission statement. These guiding statements reflect our shared beliefs and clearly define the path we intend to walk together. They not only anchor our work but also set the tone for how we show up for one another—as colleagues, as learners, and as a united school community.*

*The plan outlined below is the result of thoughtful, collaborative work. As a School Council, we dedicated significant time to gathering data, listening to feedback, and reflecting on our strengths and areas for growth. What emerged is a comprehensive three-year roadmap—one that is ambitious, focused, and rooted in our shared values.*

***We Are One South** is more than just a phrase—it's the heart of who we are and what we aspire to become. At South Elementary, we believe that our success is grounded in collective efficacy, shared responsibility, and an unwavering commitment to one another's growth. Every student, educator, and family member plays a vital role in shaping our culture and achieving our vision.*

*We are building a school where collaboration is foundational, where every student feels seen, supported, and connected, and where every adult is aligned around the belief that all children can grow. Together, we listen, learn, and lead—creating a space where open communication, shared goals, and continuous improvement drive everything we do.*

*Throughout this plan, you will see recurring themes—chief among them, a commitment to building a school culture that serves as fertile ground for meaningful student growth and lasting achievement. With clarity of purpose and unity of vision, I have no doubt that our best days are still ahead.*

*We Are One South.*

*-Derek Thompson*

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### ***Plymouth Public Schools Mission/Vision***

**Mission** - Cultivate creativity, resilience and innovation in a safe, inclusive educational environment, empowering all learners to thrive and contribute as members of the local and global community.

**Vision** - Inspired lifelong learners who are confident and compassionate.

### ***South Elementary Mission/Vision***

**Mission Statement:** At South Elementary, We Are One South. We are a community built on trust, collaboration, safety and accountability. Our mission is to create a student-centered environment that nurtures both the academic and social emotional growth of every child. We believe that when students, educators and families work together towards a common purpose, our school and community becomes stronger, and each member will experience success. Our goal is to be a school where collaboration and cohesiveness between grade levels leads to school-wide strength and achievement. Through honest conversation, continuous learning, and a deep commitment to inclusion, we will ensure that every voice is heard and that every individual feels valued. As One South, we commit to being lifelong learners- reflective, curious, and viewing challenges as an opportunity to learn and grow together.

**Vision Statement:** At South Elementary, *One South* is more than a phrase—it is our vision for a school where every member of our school community is engaged and realizes their full potential. We see our community as a place where inclusion, empathy, and collaboration drive everything we do. As *One South*, we prioritize growth over perfection, empowering students, staff, and families to engage, share ideas, and build a shared vision of success. We equip students with the knowledge, resilience, and emotional intelligence needed to thrive in an ever-changing world. Together, we learn, grow, and lead—because *We Are One South*.

### ***Core Values***

**Respect, Responsibility Resilience**

### ***Theory of Action***

#### **We are One South**

If we foster a culture of collective efficacy, where trust, collaboration, and shared responsibility are at the core of our school community, then we will create an environment where all students, educators, and families feel valued, supported, and empowered to reach their full potential.

If we prioritize open and honest communication, actively listening to and considering diverse perspectives, then we will build strong relationships that enhance learning, engagement, and decision-making.

If we commit to growth over perfection, providing meaningful feedback and encouraging continuous improvement for both students and staff, then we will cultivate a mindset of resilience, adaptability, and lifelong learning.

If we uphold inclusion and equity, ensuring that every individual—regardless of background or experience—has a voice and access to the resources they need to succeed, then we will create a school community where everyone thrives academically, socially, and emotionally.

By embracing these principles, we will transform *We Are One South* from a statement into a lived reality—where together, we grow, learn, and lead.

<b>Strategic Objectives</b>			
<b>1. Academic Achievement -</b> <i>Improve the academic achievement of all learners in all subjects by ensuring that all students are on a path of growth.</i>	<b>2. Student Well-Being -</b> <i>Foster a school environment that prioritizes the social-emotional well-being of all students by implementing comprehensive support systems, promoting positive relationships, and equipping students with the skills to manage emotions, build resilience, and thrive academically and personally</i>	<b>3. Special Education-</b> <i>Enhance the overall effectiveness of special education services by deepening staff understanding of the impact of the disability on student performance and ensuring effectiveness in intervention practices.</i>	<b>4. School Culture -</b> <i>Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that We Are One South is reflected in all aspects of our work, relationships, and decision-making.</i>
<b>Strategic Initiatives</b>			
<b>1.1 - Ensure all students receive consistent, rigorous and differentiated instruction in Literacy consistent with district wide expectations.</b>	<b>2.1- To support the social-emotional growth of all students, we will ensure consistency across the building in our approach by clearly defining and communicating key social-emotional expectations across all grade levels. These expectations will help students develop essential skills such as self-awareness, empathy, emotional regulation, and responsible decision-making.</b>	<b>3.1 Establish consistency in specially designed instruction across the building by developing and implementing clear guidelines, best practices, and collaborative planning structures to ensure instructional consistency across all classrooms.</b>	<b>4.1 Ensure inclusive decision-making – create structures where student, staff, and family voices are heard and considered in school wide initiatives and improvements.</b>
<b>1.2 - Ensure the consistent and effective implementation of all three tiers of the RTI framework across the building.</b>	<b>2.2 - Ensure the use of common language throughout the building and the integration of evidence-based Social-Emotional Learning (SEL) practices into daily instruction and school routines.</b>	<b>3.2 Provide targeted professional development for all SPED staff on topics such as disability awareness/understanding, instructional strategies, and inclusive practices to equip staff with a deeper understanding of how disabilities manifest in the classroom.</b>	<b>4.2 - Enhance communication and transparency – establish consistent, clear, and open communication channels to strengthen trust and engagement within our school community.</b>

1.3 - Develop and implement a highly functioning Child Study Team Process (CST) process to ensure all students are on a path of growth. This system will closely monitor student progress and provide targeted support for struggling learners.	2.3 - Ensure Access to Comprehensive Supports and Interventions for Students in Need	3.3 Ensure consistency in our approach to a co-taught model by providing professional development to General and Special Educators.	4.3 - Celebrate successes and shared growth – recognize and celebrate achievements, progress, and contributions at all levels to reinforce our commitment to continuous improvement as One South.
1.4 - To ensure consistency and support student growth at every level, we will clearly define and communicate the key learner behaviors and expectations for students across all grades. These expectations will help students develop essential skills such as responsibility, perseverance, collaboration, organization, and independent thinking.			4.4 - Create a structured plan to explicitly teach what it means to be One South by embedding lessons, discussions, and reflections into staff meetings and professional development.
1.5 - Develop and implement a comprehensive transition plan that supports students as they move from one grade to the next, ensuring a smooth and cohesive progression. This plan will focus on strengthening the support systems, academic expectations, and social-emotional readiness for each student at key transition points, while also utilizing student portfolios to track their growth and prepare students for future learning opportunities.	Provide resources and workshops for families on student well-being and collaborate with community organizations for additional support.		4.5 -Establish clear and consistent routines and procedures through the development of a collaborative staff handbook that includes well-defined, consistent routines and procedures for the overall operations of the school, ensuring a smooth and efficient environment where all students and staff know what to expect and can thrive.
			4.6 - Ensure that all teachers have dedicated, structured collaborative planning time to analyze student data, monitor progress, and make instructional adjustments that enhance student learning and growth.

			4.7 - Establish and maintain consistent, meaningful, and developmentally appropriate homework practices across all grades and classes.
			4.8 - Establish a South Beautification Committee to enhance the appearance of the school environment, fostering pride and a sense of ownership among students, staff, and the community.
<b>Outcomes</b>			
See below under each Action Plan			

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>1. Academic Achievement</b> - Improve the academic achievement of all learners in all subjects
<b>Strategic Initiative</b>	1.1 - Ensure all students receive consistent, rigorous and differentiated instruction in Literacy consistent with district wide expectations.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
Form a Literacy Committee with representation from all grades and Central Office				
Form a vision for Literacy for South Elementary				
Leverage Expert Support by partnering with literacy specialists, CTLs, and external consultants to provide targeted support and training.				
Develop and implement a comprehensive professional development plan that goes beyond scheduled PD days to ensure all teachers receive continuous, high-quality training in literacy. This plan will promote consistency in instructional practices across the building and lead to improved student outcomes.				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
Improved student performance data on STAR and MCAS.
Improvement on survey questions related to literacy instruction.
Observational data supports improvement and alignment of literacy instruction building wide.

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>1. Academic Achievement</b> - Improve the academic achievement of all learners in all subjects by ensuring that all students are on a path of growth.
<b>Strategic Initiative</b>	<b>1.2</b> - Ensure the consistent and effective implementation of all three tiers of the RTI framework across the building.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
<i>Develop and communicate standardized procedures for identifying, supporting, and monitoring students at each RTI tier.</i>				
<i>Strengthen Tier 1 Instruction – Ensure high-quality, differentiated core instruction is consistently delivered in every classroom to proactively meet student needs in all areas.</i>				
<i>Enhance Tier 2 &amp; 3 Interventions – Implement consistent, targeted and intensive interventions with fidelity, ensuring appropriate instructional strategies and progress monitoring.</i>				
<i>Provide Professional Development and train staff on best practices, progress monitoring tools, small group instruction and intervention strategies to ensure consistency across all grade levels.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Improvement on staff survey questions related to appropriate for students who are struggling.</i>
<i>Intervention plans are developed and documented for all students discussed in CST.</i>
<i>100% of students identified for intervention will receive targeted support, with at least 80% demonstrating improvement in their specific area of need within a designated intervention period.</i>

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>1. Academic Achievement</b> - Improve the academic achievement of all learners in all subjects
<b>Strategic Initiative</b>	<b>1.3</b> -Develop and implement a vibrant and highly functioning Child Study Team process to ensure all students are on a path of growth. This system will closely monitor student progress and provide targeted support for struggling learners.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-20 26	2026-20 27	2027-20 28	
<i>Establish a clear CST process, including expectations, progress monitoring, expectations around intervention strategies, and ensure all staff understand their roles in the CST process.</i>				
<i>Implement a systematic progress monitoring process using consistent and research-based assessments to track student progress and set clear benchmarks for identifying students needing additional support.</i>				
<i>Form a team of educators, specialists, and administrators to oversee the CST process, utilizing data to create specific, measurable individualized intervention plans for struggling students.</i>				
<i>Develop a consistent schedule for CST meetings to develop initial plans and review student progress overtime, making adjustments as needed.</i>				
<i>Communicate regularly with parents about their child's progress and interventions while also providing resources and strategies for families to support learning at home.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>By implementing a strong and systematic RTI process, we will ensure that 100% of students demonstrate measurable growth in their academic progress.</i>
<i>100% of students identified for intervention will receive targeted support, with at least 80% demonstrating improvement in their specific area of need within a designated intervention period.</i>

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>1. Academic Achievement</b> - Improve the academic achievement of all learners in all subjects
<b>Strategic Initiative</b>	<b>1.4</b> - To ensure consistency and support student growth at every level, we will clearly define and communicate the key learner behaviors and expectations for students across all grades. These expectations will help students develop essential skills such as responsibility, perseverance, collaboration, and independent thinking—habits that are crucial for both academic success and personal development.



<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
Define grade-level learning expectations by developing a clear set of student behaviors and learning habits appropriate for each grade level (e.g., active participation, organization, problem-solving, and teamwork).				
Ensure consistent communication by posting and reinforcing expectations in classrooms, sharing these with families, and integrating them into daily instruction.				
Teach and model expectations for students by providing direct instruction on these behaviors through classroom activities, discussions, and teacher modeling.				
Recognize and reinforce positive learning behaviors by celebrating students who demonstrate these skills through classroom acknowledgments, school-wide recognition, and student goal-setting.				
Monitor and support student growth by using student survey data, teacher feedback, and progress monitoring to ensure all students are developing strong learning habits and are on a path of growth.				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
Improvement on survey questions for teachers and students related to student engagement.

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>1. Academic Achievement</b> - Improve the academic achievement of all learners in all subjects
<b>Strategic Initiative</b>	<b>1.5</b> - Develop and implement a comprehensive transition plan that supports students as they move from one grade to the next, ensuring a smooth and cohesive progression. This plan will focus on strengthening the support systems, academic expectations, and social-emotional readiness for each student at key transition points, while also utilizing student portfolios to track their growth and prepare them for future learning opportunities.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
Develop student portfolios – Create a system for compiling student portfolios that include all relevant data, such as academic assessments, progress monitoring results, interventions implemented, and work samples. These portfolios will serve as a resource for teachers to track student progress over time and provide essential information to guide instructional decisions and ensure continued growth.				
Standardize portfolio content – Develop a consistent set of guidelines for portfolio content across grade levels.				
Teacher training - Teachers will be trained on how to document and maintain portfolios to effectively communicate key student information during transitions and throughout the academic year.				
Schedule end-of-year teacher collaboration time – Provide dedicated planning time at the end of the school year for teachers to meet and discuss each student’s progress, strengths, areas for growth, and strategies for the following year. This time will be used to ensure a smooth transition, share insights about individual students, and create actionable plans for supporting their continued success in the next grade.				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
Improved results on staff, student and parent surveys related to questions on transitions, consistency and continuity

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>2. Student Well-Being</b> - Foster a school environment that prioritizes the social-emotional well-being of all students by implementing comprehensive support systems, promoting positive relationships, and equipping students with the skills to manage emotions, build resilience, and thrive academically and personally
<b>Strategic Initiative</b>	<b>2.1-</b> To support the social-emotional growth of all students, we will clearly define and communicate key social-emotional expectations across all grade levels. These expectations will help students develop essential skills such as self-awareness, empathy, emotional regulation, and responsible decision-making—fostering a positive and supportive school culture.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
Define grade-level social-emotional expectations that include clear, age-appropriate expectations for student behaviors, including kindness, respect, self-control, and conflict resolution.				
Ensure consistent communication and common language by posting and reinforcing expectations in classrooms, integrating them into daily routines, and sharing them with families to encourage home-school alignment.				
Ensure these expectations are explained, shared and readily available for families by posting on website and sharing with all families through newsletter, orientations etc.				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
By implementing these steps, we will create a common understanding of what it means to be a socially and emotionally healthy student, ensuring that all students develop the skills they need to build positive relationships and navigate challenges successfully.

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>2. Student Well-Being</b> - Foster a school environment that prioritizes the social-emotional well-being of all students by implementing comprehensive support systems, promoting positive relationships, and equipping students with the skills to manage emotions, build resilience, and thrive academically and personally
<b>Strategic Initiative</b>	<b>2.2</b> - Ensure the use of common language throughout the building and the integration of evidence-based Social-Emotional Learning (SEL) practices into daily instruction and school routines

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
All staff trained on the common SEL language and core practices.				
Rubric developed at each grade level articulating the expectations for				

<i>each grade regarding expectations for Social, Emotional and Learner Behaviors.</i>				
<i>Common SEL language visibly posted in classrooms, hallways, and shared spaces.</i>				
<i>Teach and model expectations by providing direct instruction on SEL skills through morning meetings, classroom discussions, and teacher modeling utilizing the Second Step Curriculum.</i>				
<i>Recognize and reinforce positive social behaviors by celebrating students who demonstrate strong SEL skills through classroom acknowledgments, peer recognition, and school-wide initiatives and awards.</i>				
<i>Monitor and support the social-emotional growth of all students use student surveys, teacher observations, and behavior data to track progress and provide additional support when needed.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>	
<i>Improved results on staff survey regarding staff confidence and competency in using common SEL language and integrating practices into daily instruction.</i>	
<i>Measurable decrease in behavior referrals</i>	
<i>Family survey will show increased awareness of the school's SEL focus and language being reinforced at home.</i>	
<i>Observational evidence of common language being utilized throughout the building during walkthroughs and observations.</i>	

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>2. Student Well-Being</b> - Foster a school environment that prioritizes the social-emotional well-being of all students by implementing comprehensive support systems, promoting positive relationships, and equipping students with the skills to manage emotions, build resilience, and thrive academically and personally

<b>Strategic Initiative</b>	<b>2.3 - Ensure Access to Comprehensive Supports and Interventions for Students in Need</b>
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<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	<b>Date</b>			<b>Status</b>
	2025-2026	2026-2027	2027-2028	
<i>Complete an inventory and needs assessment of current behavioral and mental health supports, identify gaps in available services, and begin developing an action plan to address them.</i>				
<i>Establish clear referral procedures for the Child Study Team (CST), communicate them to all staff, and conduct training for staff on available supports and how to refer students appropriately.</i>				
<i>Implement an updated referral system to CST to streamline identification and access to interventions.</i>				
<i>Continue offering small group and targeted interventions based on needs identified. Track and review intervention data to assess the effectiveness of supports provided and increase the number of students receiving appropriate interventions</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>100% of students identified as needing additional support have a documented plan for interventions and services.</i>
<i>Staff, student, and family surveys reflect increased awareness and satisfaction with available supports.</i>
<i>Data shows measurable improvement in academic, behavioral, or social-emotional outcomes for students receiving interventions.</i>

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>3. Special Education-</b> <i>Enhance the overall effectiveness of special education services by deepening staff understanding of the impact of the disability on student performance and ensuring effectiveness in intervention practices.</i>

<b>Strategic Initiative</b>	<b>3.1 - Establish consistency in specially designed instruction across the building by developing and implementing clear guidelines, best practices, and collaborative planning structures to ensure effective student progress across all classrooms.</b>
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<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	<b>Date</b>			<b>Status</b>
	2025-2026	2026-2027	2027-2028	
<i>Form a working group of special education teachers, specialists, and administrators to conduct an audit of current strengths and weaknesses regarding specially designed instruction practices individualized based on disability type across classrooms.</i>				
<i>Draft clear, school-wide SDI guidelines and gather staff feedback to ensure collective ownership.</i>				
<i>Finalize and disseminate SDI guidelines and best practice resources across all grade levels.</i>				
<i>Initiate regularly scheduled collaborative planning meetings between special education and general education staff with structured agendas focused on alignment and progress.</i>				
<i>Establish a structured schedule for ongoing Professional Learning Community (PLC) meetings to ensure that all special education teachers have regular opportunities for collaboration, shared planning, and continuous professional growth.</i>				
<i>Monitor the implementation of SDI practices through classroom observations, coaching, and structured team feedback sessions.</i>				
<i>Identify and celebrate examples of excellence in SDI practices to build momentum and model success.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Observation, coaching, and progress monitoring data will demonstrate increased instructional consistency across classrooms.</i>
<i>Student data will reflect measurable academic growth for students receiving specially designed instruction, indicating the positive impact of aligned practices.</i>
<i>IEPs will reflect a deeper understanding of student disability types and the appropriate accommodations and instructional modifications required to develop targeted skills</i>

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>3. Special Education-</b> <i>Enhance the overall effectiveness of special education services by deepening staff understanding of the impact of the disability on student performance and ensuring effectiveness in intervention practices.</i>
<b>Strategic Initiative</b>	<b>3.2 -</b> <i>Provide targeted professional development for all SPED staff on topics such as disability awareness/understanding, instructional strategies, and inclusive practices to equip staff with a deeper understanding of how disabilities manifest in the classroom.</i>

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
<i>Develop a schedule for all SPED staff to participate in ongoing, targeted professional development designed to deepen their understanding of the diverse disabilities within our community, and how these disabilities present in the classroom.</i>				
<i>Establish a structured schedule for ongoing Professional Learning Community (PLC) meetings to ensure that all special education teachers have regular opportunities for collaboration, shared planning, and continuous professional growth.</i>				
<i>Initiate regularly scheduled collaborative planning meetings between special education and general education staff with structured agendas focused on co-teaching, roles and the specific needs of each Special Education Student.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Attendance at scheduled professional development opportunities, PLCs, and regular special education department meetings</i>
<i>Implementation of successful targeted interventions as evidenced through observations and student progress data</i>
<i>Improved student outcome data as evidenced by progress reports and district assessments</i>

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>3. Special Education-</b> <i>Enhance the overall effectiveness of special education services by deepening staff understanding of the impact of the disability on student performance and ensuring effectiveness in intervention practices.</i>
<b>Strategic Initiative</b>	<b>3.3 - Ensure consistency in our approach to a co-taught model by providing professional development to General and Special Educators.</b>

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
<i>Develop and share clear expectations, norms, and best practices for co-teaching to ensure alignment and consistency across classrooms.</i>				
<i>Provide ongoing professional development sessions focused on co-teaching models, roles/responsibilities, and effective collaboration strategies.</i>				
<i>Initiate regularly scheduled collaborative planning meetings between special education and general education staff with structured agendas focused on co-teaching, roles and the specific needs of each Special Education Student.</i>				
<i>Develop opportunities for co-teaching teams to observe one another and provide feedback to other co-teaching teams, fostering continuous improvement and reflection.</i>				
<i>Create opportunities for co-teaching teams to showcase successful strategies and structures during staff meetings or PLCs.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Implementation of supplementary services and aids within the general education classroom as evidenced through teacher observations</i>
<i>Increased small group instruction within the regular education classroom setting</i>
<i>Decrease in pull-out services for students as appropriate</i>
<i>Improved evidence of coplanning with evidence of curriculum standards and targeted interventions based on student disability</i>



*Sharing of successful co-teaching methods at PLCs, PD, and/or faculty meetings*

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.
<b>Strategic Initiative</b>	<b>4.1</b> - Ensure inclusive decision-making – create structures where student, staff, and family voices are heard and considered in school wide initiatives and improvements.

Monitoring Progress - Process Benchmarks <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
<i>Ensure the School Council works as a representative advisory group that includes students, staff, and families to provide regular input on key school decisions and initiatives.</i>				
<i>Establish an active Student Council and Leadership Team that meets regularly with teachers and administrators to share ideas, raise concerns, and propose school improvements.</i>				
<i>Establish a staff advisory panel (Culture Club) open to all staff members who want to talk about ways to improve South Elementary.</i>				
<i>Administer surveys to students, families, and staff at key points throughout the year to gather input on school climate, practices, and initiatives.</i>				
<i>During Whole School Meetings, Staff Meetings and Events with Families, encourage active community involvement minimally reaching out with concerns, suggestions and ideas.</i>				

Measuring Impact - Early Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Improved survey results from students, staff and families around belonging and having a voice in decision making.</i>

Action Plan	2025 - 2028
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<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.
<b>Strategic Initiative</b>	<b>4.2</b> - Enhance communication and transparency – establish consistent, clear, and open communication channels to strengthen trust and engagement within our school community.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	<b>Date</b>			<b>Status</b>
	2025-2026	2026-2027	2027-2028	
<i>Establish a weekly newsletter for all families that includes celebrations and important upcoming events. Ensure the newsletter is embedded on the South Webpage.</i>				
<i>Ensure the School Calendar and App are regularly updated and accurate.</i>				
<i>Establish a calendar of monthly Whole School Meetings.</i>				
<i>Ensure that all school communications are translated into the primary languages spoken by families to ensure equitable access to information.</i>				
<i>Set up systems (surveys, open office hours) to encourage ongoing feedback from families, staff, and students.</i>				
<i>Ensure that each grade level and classroom sends home regular updates to families highlighting key learning targets, events, and needs.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Improved survey results from students, staff and families on questions related to communication.</i>

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.

<b>Strategic Initiative</b>	<b>4.3 - Celebrate successes and shared growth – recognize and celebrate achievements, progress, and contributions at all levels to reinforce our commitment to continuous improvement as One South.</b>
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<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	<b>Date</b>			<b>Status</b>
	2025-2026	2026-2027	2027-2028	
<i>Establish Pawsitive Office referrals system</i>				
<i>Establish and maintain the South Store, a rewards system to encourage students to meet the positive expectations of Respect, Resilience and Responsibility.</i>				
<i>Ensure that all staff meetings, newsletters, communications and events begin with appreciations and success stories to foster a culture of gratitude and collective achievement.</i>				
<i>Seek ways to encourage and welcome families to participate in or attend school wide recognition events, student showcases, or classroom celebrations including finding ways to be able to open the school to the whole community without needing to divide events by grade.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Improved staff, student, and family results on survey questions related to morale, pride, sense of belonging, relationships and trust.</i>

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.
<b>Strategic Initiative</b>	<b>4.4</b> - Create a structured plan to explicitly teach what it means to be <i>One South</i> by embedding lessons, discussions, and reflections into staff meetings and professional development.

<b>Monitoring Progress - Process Benchmarks</b>	<b>Date</b>	<b>Status</b>
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<i>What will be done, when and by whom</i>	2025-2026	2026-2027	2027-2028	
<i>Set clear expectations for how we show up for each other – Define and communicate the specific behaviors that reflect the values of One South, including attitude, purpose, growth mindset, respect, accountability, ownership, collaboration, and support for one another.</i>				
<i>Model and reinforce the One South mindset – Administrators will model the behaviors and attitudes that contribute to a positive and unified culture, reinforcing expectations through daily interactions and recognition of individuals who embody One South.</i>				
<i>Implement a schoolwide recognition system that highlights individuals who demonstrate the values of One South, reinforcing the shared responsibility for maintaining a strong and supportive school culture.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Improved staff, student, and family results on survey questions related to morale, pride, sense of belonging, relationships and trust.</i>

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.
<b>Strategic Initiative</b>	<b>4.5</b> - Establish clear and consistent routines and procedures through the development of a collaborative staff handbook that includes well-defined, consistent routines and procedures for the overall operations of the school, ensuring a smooth and efficient environment where all students and staff know what to expect and can thrive.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	<b>Date</b>			<b>Status</b>
	2025-2026	2026-2027	2027-2028	
<i>Handbook developed with clear established protocols for updating yearly.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>	
Staff survey data reflects a decrease in reported confusion or inconsistency regarding day-to-day operations.	
Reduction in lost instructional time due to smoother transitions and consistent procedures (tracked through classroom walkthroughs or administrative observations).	
Fewer disruptions related to inconsistent routines (monitored through behavior referrals and incident reports).	
Decrease in minor behavior referrals related to routine-based situations (e.g., hallway behavior, recess transitions)	
Positive feedback on staff engagement and sense of shared responsibility in building-wide systems.	

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.
<b>Strategic Initiative</b>	<b>4.6</b> - Ensure that all teachers have dedicated, structured collaborative planning time to analyze student data, monitor progress, and make instructional adjustments that enhance student learning and growth.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
Establish protected collaborative planning time – Create a consistent schedule that guarantees all teachers have regular, uninterrupted time for collaboration.				
Establish team norms for effective collaboration – Each team will develop a set of shared norms to guide their collaborative planning time, ensuring that meetings are productive, focused, and aligned with student success. These norms will outline expectations for participation, communication, data analysis, and decision-making, reinforcing a culture of trust, accountability, and collective efficacy. Teams will revisit and refine their norms throughout the year to maintain alignment with school goals and evolving needs.				
Implement data-driven protocols – Provide teachers with clear frameworks and tools for analyzing student data, identifying trends, and making				

<i>informed instructional decisions.</i>				
<i>Foster a culture of reflective practice – Encourage teachers to engage in professional dialogue, share best practices, and adjust instructional strategies based on student needs.</i>				
<i>Provide ongoing support &amp; professional learning – Offer training and coaching on effective data analysis, progress monitoring, and instructional adjustments to ensure collaboration leads to meaningful outcomes.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>				
<i>We will improve student performance by ensuring that every student is actively progressing along a path of continuous growth and achievement.</i>				
<i>Teachers will enhance their professional growth by gaining deeper insight into their impact on student learning while also leveraging the expertise of their colleagues through collaboration and shared learning experiences.</i>				

<b>Action Plan</b>	<b>2025 - 2028</b>
<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.
<b>Strategic Initiative</b>	<b>4.7</b> - Establish and maintain <i>consistent, meaningful, and developmentally appropriate homework practices</i> across all grades and classes.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
<i>Establish a homework practices committee – Form a diverse committee of teachers, administrators, and family representatives to review current homework practices, research best practices, and develop a set of schoolwide guidelines that ensure consistency, purpose, and alignment with student learning needs. This committee will gather feedback, analyze data, and provide recommendations for implementation and ongoing evaluation.</i>				
<i>Develop school wide homework guidelines – Create clear expectations for the purpose, amount, and structure of homework to ensure alignment across grade levels and subject areas.</i>				

Ensure consistency across classrooms – Collaborate within and across grade-level teams to ensure students experience a consistent and purposeful approach to homework.				
Engage families in the homework process – Communicate expectations and provide resources to help families support their children’s learning at home and to establish a solid home to school partnership.				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>				
Improved survey results regarding consistency of homework practices.				
Improved survey results regarding the understanding and purpose of homework.				

Action Plan	2025 - 2028
<b>Strategic Objective</b>	<b>4. School Culture</b> - Strengthen our school culture by fostering a collective commitment to collaboration, inclusivity, and shared responsibility, ensuring that <i>We Are One South</i> is reflected in all aspects of our work, relationships, and decision-making.
<b>Strategic Initiative</b>	<b>4.8</b> - Establish a South Beautification Committee to enhance the appearance of the school environment, fostering pride and a sense of ownership among students, staff, and the community.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when and by whom</i>	Date			Status
	2025-2026	2026-2027	2027-2028	
Form a beautification committee – Assemble a team of students, staff, and community members to develop a plan for school improvement projects that enhance the aesthetics of the building and grounds.				
Identify areas for improvement – Conduct a school-wide assessment to identify areas that would benefit from aesthetic upgrades, such as hallways, classrooms, outdoor spaces, and common areas.				
Plan and implement projects – Organize and prioritize beautification projects, including painting, landscaping, artwork displays, and other initiatives that reflect the values and spirit of the school community.				
Encourage student and family involvement – Involve students and				

<i>families in beautification efforts, creating opportunities for them to contribute their time, skills, and ideas.</i>				
<i>Plan the allocation of remaining PTA funds and identify future resources – Collaborate with the PTA and Beautification Committee to strategically plan the use of remaining PTA funds for immediate school improvement projects. Additionally, explore and identify potential future funding sources, such as grants, donations, or community partnerships, to support ongoing beautification efforts and ensure the sustainability of the initiative.</i>				
<i>Celebrate and maintain improvements – Recognize the efforts of those involved in the beautification process and establish a plan for maintaining and sustaining the improvements.</i>				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.</i>
<i>Improved survey results on questions pertaining to the facilities and grounds.</i>



## South Elementary 2024 -2025 Survey Results



Staff - 51	Parents - 153	Students - 376
<b><u>SCHOOL CONNECTION</u></b>		
Students enjoy coming to school <b>100%</b>	My child enjoys going to school most days <b>95.4%</b>	I enjoy going to South Elementary. <b>91%</b>
We make parents feel welcomed at South <b>100%</b>	I feel welcomed at the school <b>94%</b>	
I enjoy working at South Elementary. <b>96.1%</b>	I would recommend this school to other parents <b>94.6%</b>	
<b><u>AUTHENTIC RELATIONSHIPS</u></b>		
Staff at our school really make an effort to get to know their students <b>92.1%</b>	My child has an adult at the school they can talk to <b>97.3%</b>	I have adults at school that I can really talk to. <b>87.7%</b>
I feel respected as a professional by administration <b>92.2%</b>	Teachers make an effort to get to know my child <b>97.4%</b>	My teacher really makes an effort to get to know me. <b>95.4%</b>
I feel respected as a professional by parents <b>88%</b>	Staff at the school seem to work well together for the benefit of the students <b>96%</b>	
The staff at this school trust one another and get along well. <b>62.7%</b>		
<b><u>COMMUNICATION</u></b>		
School staff respond quickly	My child's teachers respond	My teachers listens to me

when a parent has a question of a need <b>96%</b>	quickly when I have a question or need help <b>96.7%</b>	when I have a concern or I am worried about something <b>94.9%</b>
I feel supported by administration when I have a question or a need <b>92.1%</b>	Administration responds quickly when I have a question or need help <b>93.6%</b>	My teachers listen to me when I have an idea <b>96.3%</b>
I feel well informed about what is going on at our school <b>84.3%</b>	I feel well informed about what is going on at the school <b>91.3%</b>	
Administrators listen to my ideas, suggestions and concerns <b>94.1%</b>	I know where to go if I have a question <b>92.1%</b>	
I feel well equipped to inform families about my student's academic progress <b>100%</b>	I feel well informed about my child's academic progress in school <b>92.7%</b>	
I feel well equipped to inform families about the ways they can support learning at home <b>95.7%</b>	I feel well equipped to support my child's academic progress at home <b>93.5%</b>	
I feel well equipped to inform families about my student's social/emotional progress at school <b>81.3%</b>	I feel well informed about my child's social emotional progress in school <b>82.9%</b>	
I feel well equipped to inform families about the ways they can support their child's social//emotional development at home <b>64.6%</b>	I feel well equipped to support my child's social emotional learning at home <b>90.7%</b>	
Staff at South listen to parents ideas, suggestions and concerns <b>94.1%</b>	Parents have a voice at the school and their input is valued <b>87.7%</b>	
Staff as South listen to students ideas suggestions and concerns	Students have a voice at the school and their input is valued	

<b>88%</b>	<b>90.7%</b>	
<b><u>SAFE and SUPPORTIVE LEARNING ENVIRONMENT</u></b>		
South is a safe place for me to work and for students to learn <b>96.1%</b>	South is a safe place for my child to learn <b>96%</b>	My school feels safe. <b>92%</b>
South is friendly looking, well maintained and clean <b>54.9%</b>	The school is friendly looking, clean, well maintained <b>86.8%</b>	Students at my school follow school rules. <b>61.2%</b>
Students here follow the rules <b>80%</b>	Behavioral issues within the school are handled and addressed adequately and fairly <b>85.4%</b>	Other students pick on or bully me.* <b>77.1%*</b>
Students get picked on or bullied here <b>85.7%*</b>		My school is friendly-looking and well-cared for. Things that are broken get fixed quickly. <b>80.5%</b>
Behavioral issues within the school are handled and addressed adequately and fairly <b>77.6%</b>		
<b><u>LEARNING ENGAGEMENT</u></b>		
Teachers at this school make learning activities interesting and interactive. <b>95.7%</b>	My child is often bored at school* <b>84.2%*</b>	I am often bored in school.* <b>57.6%*</b>
Students are disruptive in classes. <b>43.8%*</b>	Students disrupt class and make it hard for my child to learn.* <b>73.3%*</b>	Students disrupt class and make it hard for me to learn.* <b>40.7%*</b>
The school recognizes students for their progress, improvement and successes. <b>92%</b>	Students at South are recognized for their progress, improvement and successes. <b>90%</b>	My teachers recognize or celebrate my progress, improvements, and successes. <b>91.4%</b>
Teachers at this school give students good feedback that helps them improve	Teachers at South have high academic expectations for my	My teachers challenge me. They don't just let me do easy work.

academically. <b>91.9%</b>	child. <b>93%</b>	<b>89.8%</b>
My school does a great job challenging each student to reach his/her full potential. <b>74%</b>	Teachers at South give my child feedback they understand about how they can improve academically <b>94.5%</b>	My teacher helps me learn from my mistakes. <b>97.1%</b>
I have the tools, strategies, and support I need to help every student in my classes achieve this year's learning goals. <b>56.3%</b>	The school does a great job challenging my child to reach his/her full potential. <b>88.3%</b>	I get good feedback from my teachers on how I can improve academically. <b>94.7%</b>
Staff at my school have high standards for achievement for all students regardless of their current performance or circumstances. <b>79.2%</b>	I feel confident my child will learn all the academic skills he/she is expected to learn this year. <b>93.9%</b>	My teacher notices when I am doing my best. <b>94.7%</b>
Classes at my school help students discover things they are interested in or good at. <b>73.5%</b>		
Professional development at my school is focused on strategies that will have the most impact on my ability to support my students effectively. <b>54.2%</b>		
<b><u>SOCIAL EMOTIONAL LEARNING</u></b>		
My students keep working on tasks, activities and assignments even when they are difficult. <b>74.5%</b>	My child keeps trying even when things get hard <b>91.3%</b>	I keep trying even when school work is hard. <b>93.8%</b>
My students stay calm and manage their emotions even when they are upset, angry, stressed or provoked.	My child can remain calm and manage his/her emotions even when stressed, angry or provoked	I can remain calm even when I'm stressed, angry, or someone bothers me. <b>76.5%</b>

<b>55.3%</b>	<b>84%</b>	
My students work well with other students, including students who are different from them. <b>89.3%</b>	My child works well with others <b>98%</b>	I work well with other students, including students who are different than me. <b>93.3%</b>
My students think about how their actions and choices will affect others. <b>58.3%</b>	My child thinks about how their actions/behaviors impact others <b>94.7%</b>	I think about how my actions and choices will affect others. <b>90.3%</b>
My students are able to keep themselves organized in a way that is appropriate for their age <b>72.9%</b>	My child knows how to keep themselves organized in a way that is appropriate for their age <b>84.6%</b>	I find it easy to stay organized <b>71.9%</b>
My students are able to stay focused and on task for a reasonable amount of time <b>58.4%</b>	My child has an easy time staying focused on the task at hand <b>72.4%</b>	I have an easy time paying attention in class <b>77.8%</b>
All of my students have made good friends at this school. <b>72.9%</b>	My child knows how to make and keep friends <b>96%</b>	I have an easy time making friends <b>84.5%</b>
<b>ADULT SEL COMPETENCE</b>		
I believe it's important to teach social skills to students <b>100%</b>	The school does a good job helping my child develop important social emotional skills (for example, persistence, resilience, getting along with others, managing emotions) <b>91.8%</b>	My teacher helps me learn how to get along well with others <b>91.1%</b>
I feel well equipped to teach social skills to students <b>78%</b>		
I believe it's important to teach emotional regulation skills to students <b>98%</b>		
I feel well equipped to teach		

emotional regulation skills to students <b>70%</b>		
Staff at my school do a good job teaching strategies to manage emotions that can affect learning <b>66%</b>	Teachers at South successfully teach my child strategies to manage emotions that can affect their learning <b>89.5%</b>	My teacher helps me learn how to handle my feelings so they don't get in the way of my work; for example, if I am frustrated, nervous, or embarrassed. <b>87.6%</b>
Teachers at my school pay attention to social emotional cues from their students and how they may affect learning. <b>87.8%</b>	Teachers at South notice when something is going on for my child personally that might affect his/her school performance. <b>87.5%</b>	My teacher notices if I'm feeling sad or angry and how this might make it hard for me to do my school work. <b>90.8%</b>
<b><u>SYSTEMS OF SUPPORT</u></b>		
Students struggling academically quickly get the help they need <b>50%</b>	Teachers notice when a child needs help academically and there are supports to ensure that kids don't fall behind. <b>92.3%</b>	I can ask my teachers for help if I'm having trouble learning something. <b>95.9%</b>
Students struggling socially or emotionally quickly get the help they need <b>34%</b>	There is an adequate system of support at South for children who struggle socially or emotionally <b>78%</b>	
Behavior issues and discipline at my school are handled fairly. <b>80%</b>	Behavior issues and discipline at my child's school are handled fairly. <b>82.9%</b>	My school treats students fairly if they misbehave <b>80.9%</b>
<b><u>ATTITUDES/BELIEFS</u></b>		
I believe that homework is important <b>41.1%</b>	I believe that homework is important <b>64%</b>	I believe that doing my homework helps me be a better student <b>70.4%</b>
The homework expectations at South should be consistent from class to class and grade to grade	The homework expectations at South are consistent from class to class and grade to grade	I think homework is important <b>65.4%</b>

63.3%	69%	
<p>I believe that as a school we have a responsibility to teach students important social skills such as taking turns, making and keeping friends etc.</p> <p><b>100%</b></p>	<p>I believe the school has a responsibility to teach my child important social skills such as taking turns, making and keeping friends etc.</p> <p><b>89.2%</b></p>	<p>My teacher thinks homework is important</p> <p><b>97%</b></p>
<p>I believe as a school we have a responsibility to teach students important emotional regulation skills such as how to remain calm when stressed etc.</p> <p><b>100%</b></p>	<p>I believe the school has a responsibility to teach my child important emotional regulation skills such as how to remain calm when stressed etc.</p> <p><b>86.5%</b></p>	<p>My parents think homework is important</p> <p><b>87.4%</b></p>
<p>I believe as a school we have a responsibility to teach students important learner behaviors such as organizational skills,, perseverance and remaining focused/ignoring distractions.</p> <p><b>100%</b></p>	<p>I believe the school has a responsibility to teach my child important learner behaviors such as organizational skills,, perseverance and remaining focused/ignoring distractions.</p> <p><b>97.9%</b></p>	