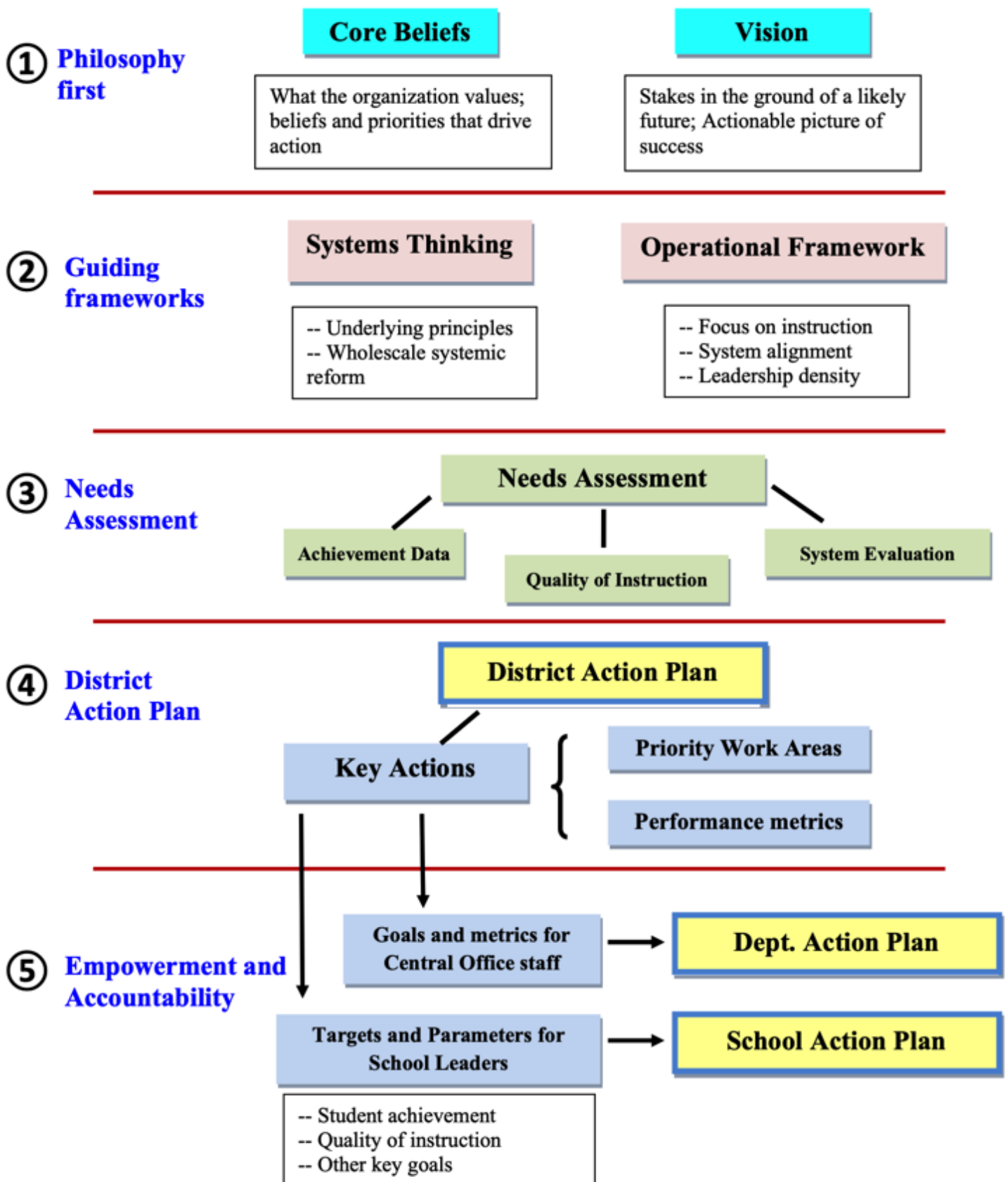


# **2025-2026 Action Plan**



**Lockhart Elementary School**  
**Cameshia Emerson**

# Effective Districts – Planning Diagram

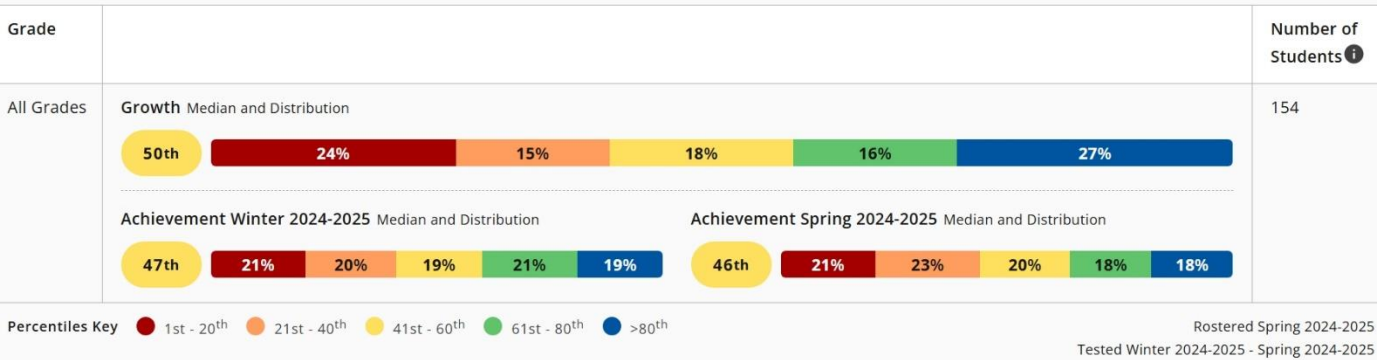


# Needs related to student achievement data

School Profile

## Growth and Achievement Overview

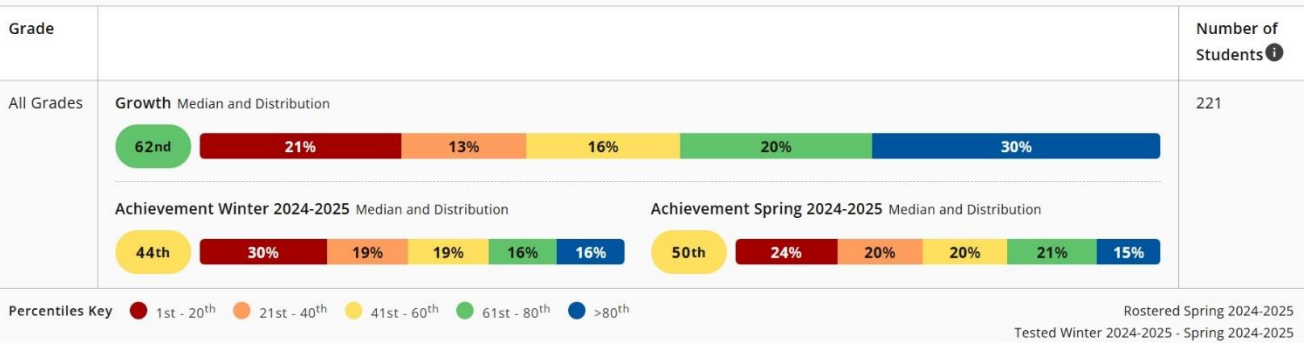
Lockhart Elementary (195) | Reading



School Profile

## Growth and Achievement Overview

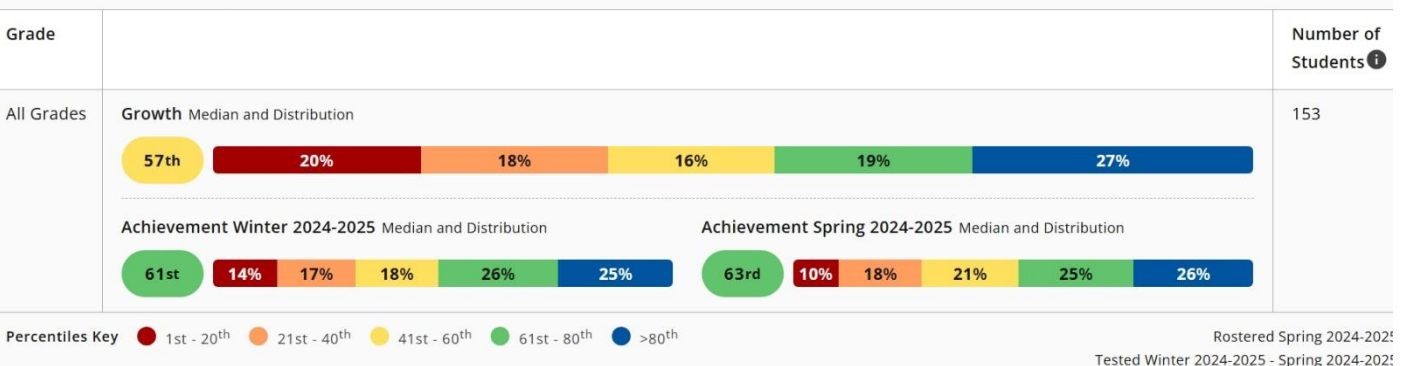
Lockhart Elementary (195) | Math K-12



School Profile

## Growth and Achievement Overview

Lockhart Elementary (195) | Science K-12



The Spring 2025 MAP data reveals that Lockhart Elementary students are demonstrating commendable academic growth across subject areas.

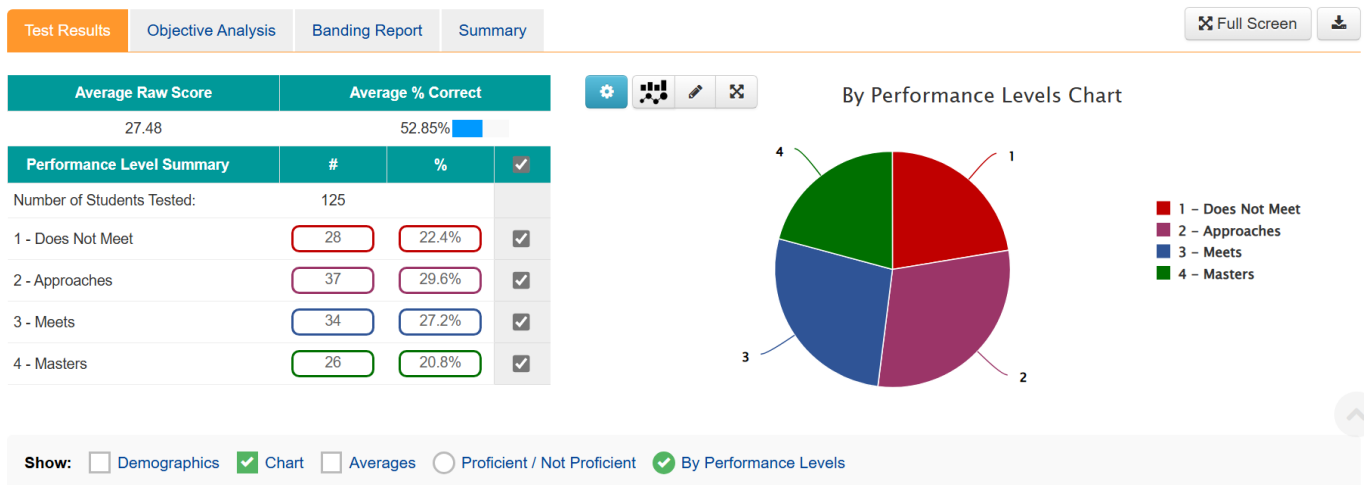
In Reading, student growth was at the national median (50th percentile), and achievement in Spring declined slightly to the 46th percentile with 44% of students still performing in the bottom 40th percentile, which

indicates a continued struggle with literacy proficiency, particularly in foundational reading skills and comprehension.

In Math, students showed strong growth (62nd percentile)—a highlight for the campus. However, achievement rose only to the 50th percentile, with 44% of students still performing below the 40th percentile. This reflects a gap between growth and actual proficiency that must be addressed through deeper conceptual understanding.

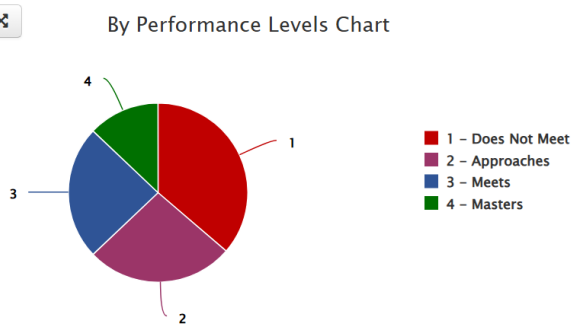
In Science, the school achieved a median growth percentile of 57, and a spring achievement percentile of 63, showing strong momentum. However, 28% of students remain in the bottom 40th percentile for achievement, suggesting that a significant subgroup still needs foundational support to meet grade-level expectations.

### 2024-2025 STAAR:



The 2024–2025 STAAR Reading results for grades 3–5 shows progress, with 48% of students meeting or mastering grade level expectations and an average percent correct of 52.85%. While this reflects growing strength in literacy, 22.4% of students did not meet grade level, indicating the need for continued support in foundational reading skills, vocabulary development, and comprehension strategies. With focused first instruction and targeted re-teach lessons, even more students can be moved toward proficiency and mastery.

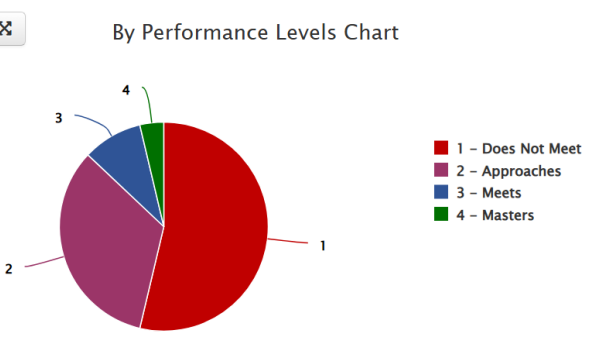
Average Raw Score	Average % Correct		
20.56	51.44%		
Performance Level Summary	#	%	✓
Number of Students Tested: 124			
1 - Does Not Meet	45	36.29%	✓
2 - Approaches	33	26.61%	✓
3 - Meets	30	24.19%	✓
4 - Masters	16	12.9%	✓



Show:  Demographics  Chart  Averages  Proficient / Not Proficient  By Performance Levels

The 2024–2025 STAAR Math results for grades 3–5 show that over one-third of students (37.09%) are performing at or above grade level, with a solid foundation to build upon. However, with 36.29% of students not yet meeting expectations and an average score of 51.44%, there is a great opportunity to enhance instruction and deepen math understanding. By focusing on targeted support and strong Tier 1 instruction, we can continue to increase achievement and help more students reach grade-level proficiency.

Average Raw Score	Average % Correct		
17.74	45.49%		
Performance Level Summary	#	%	✓
Number of Students Tested: 54			
1 - Does Not Meet	29	53.7%	✓
2 - Approaches	18	33.33%	✓
3 - Meets	5	9.26%	✓
4 - Masters	2	3.7%	✓

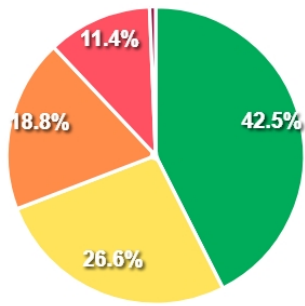


Show:  Demographics  Chart  Averages  Proficient / Not Proficient  By Performance Levels

The 2024–2025 5th grade STAAR Science results show that over half (53.7%) of students did not meet grade level, with only 13% meeting or mastering. With an average score of 45.49%, this highlights the need for stronger science instruction. A greater focus on science foundations in grades K–4 is essential to build the skills needed for success in 5th grade.

**Student Attendance:**

The 2024-2025 student attendance rate is 90.9%, which falls below our campus goal of 95%. Based on data in EveryDay Pro, our attendance tiers are as follows:



TIER		%	TOTAL
●	Satisfactory (<5%): Tier 1	42.5%	131
●	At Risk (5-9%): Tier 1	26.6%	82
●	Moderate Chronic (10-19%): Tier 2	18.8%	58
●	Severe Chronic (20-49%): Tier 3	11.4%	35
●	Extreme Chronic (>=50%): Tier 3	0.6%	2

Our current attendance data highlights a significant need to improve student attendance at all tiers. While 42.5% of students (131) maintained satisfactory attendance (missing less than 5% of school days), many of our students fell into higher-risk categories:

- 26.6% (82 students) were at risk, missing 5–9% of school days.
- 18.8% (58 students) were moderately chronically absent, missing 10–19% of days.
- 11.4% (35 students) were severely chronically absent, missing 20–49%.
- 0.6% (2 students) were extremely chronically absent, missing 50% or more of the school year.

Combined, 57.5% of our students missed enough days to be categorized as at risk or chronically absent. These attendance patterns directly impact academic performance, social-emotional development, and long-term student success.

To address this, we must:

- Strengthen early intervention systems.
- Increase family engagement around the importance of attendance.
- Provide targeted support for students in Tier 2 and Tier 3.

Improving attendance must remain a campus-wide priority as we work to ensure that every student is present, engaged, and learning every day.

**Needs related to improving the quality of instruction**

Based on campus-wide spot observation data, the quality of instruction has been evaluated across five key dimensions. The findings highlight both areas of strength and opportunities for growth:

**Planning (Average 1.48/2.00)**

While the planning dimension is a relative strength, we will continue to deepen instructional planning by ensuring all teachers internalize lessons, align activities to standards, and anticipate misconceptions. Instructional coaches will facilitate weekly planning sessions with a focus on rigorous objectives, exemplar modeling, and targeted questioning strategies.

**Engage and Deliver (Average 3.47/6.00)**

Lesson delivery is an area of opportunity. Teachers will receive professional development on strategies to promote productive struggle, increase student discourse, and ensure lessons are on or above grade level. Campus leadership will conduct frequent walkthroughs to support pacing, student engagement, and use of academic supports like visuals, sentence stems, and structured peer interactions.

**Monitor and Adjust (Average 2.31/4.00)**

Monitoring and adjusting instruction in the moment requires further support. Teachers will engage in data-driven conversations during PLCs and receive coaching on how to use checks for understanding, scaffold in real-time, and differentiate instruction. Model lessons and co-teaching opportunities will be used to build these habits of practice.

**Reinforce & Redirect – (Average 0.89/1.00)**

This area reflects strength in maintaining a positive learning environment. To build on this, teachers will continue reinforcing positive behaviors through consistent implementation of CHAMPS classroom management systems.

**Learning Environment – (Average 1.57/2.00)**

Classrooms are generally safe and welcoming, with routines supporting instruction. The focus will now shift to strengthening transitions and maximizing every instructional minute. Teachers will receive coaching on refining procedures and using visuals or prompts to support student independence during routines.

# **System evaluation (philosophy, processes, implementation, capacity)**

## **Philosophy**

Our instructional framework is grounded in the belief that student success in reading and mathematics is driven by high-quality teaching, continuous professional growth, and data-informed decision-making. To address identified achievement and growth gaps, we are committed to cultivating a culture of collaboration, targeted instructional support, and leadership development among educators. Through structured PLCs, on the spot coaching, and ongoing professional learning opportunities, we aim to elevate instructional effectiveness and improve student outcomes.

## **Processes**

To strengthen instructional quality and align with identified needs in reading, math, and science we are implementing a series of structured processes that promote teacher development and enhance student learning:

- 1. Leadership Coaching via the NES Model**  
Strengthening the capacity of school leadership to effectively support and guide instructional practices through targeted coaching and aligned leadership development.
- 2. Refining the PLC At-Bats Protocol**  
Elevating the effectiveness of PLCs by embedding regular opportunities for educators to analyze student data, rehearse instructional strategies, and refine lesson execution. This cycle supports continuous instructional improvement.
- 3. Developing Teacher Capacity and Teacher-Leaders**  
Establishing a sustainable model for professional growth by empowering teachers to lead PLCs, lead Demo Day lessons, facilitate data discussions, and engage in peer observations. This approach enhances instructional practice and nurtures leadership from within the teaching staff.

## **Implementation**

We will maintain structured PLC protocols with clearly defined outcomes designed to strengthen instructional capacity, enhance instructional delivery, and leverage student data to inform teaching practices.

To ensure effective implementation, we are launching a bi-monthly PLC model in which teachers will:

- Engage in collaborative learning sessions focused on analyzing student data and aligning instruction with identified needs.
- Participate in coaching conversations with mentor administrators to refine instructional strategies and strengthen pedagogy.
- Lead PLC discussions and facilitate data-driven planning, promoting shared accountability for student achievement and instructional growth.

Additionally, school leaders will participate in ongoing professional development aligned with the NES coaching model, ensuring they are equipped to provide meaningful and consistent support to teachers. By integrating these elements into our instructional framework, we are fostering a collaborative, data-informed culture that supports continuous professional growth and drives improved student outcomes.

# Capacity

We will continue to build a culture of high expectations by intentionally developing leadership within the teaching staff and strengthening the function of professional learning communities, we will enhance the school's overall instructional capacity. Teachers will be equipped with the necessary skills and strategies to accelerate student achievement in reading and math, while school leaders will actively nurture a culture of reflective practice and continuous improvement. Through purposeful coaching, collaboration, and data-driven planning, we are building a robust system designed to meet current needs and sustain long-term instructional excellence.

## School Action Plan Template:

<b>KEY ACTION ONE</b>	<b>Key Action</b>  <b>Increase the capacity of instructional staff to improve the quality of instruction in Reading.</b>
	<b>Indicators of success</b> <ul style="list-style-type: none"><li>• At MOY DIBELS, 60% of students in grade 2 will meet their expected growth from BOY to MOY. The percentage will increase to 70% at EOY.</li><li>• At NWEA MAP MOY, in January 2026, 80% of students in grades K-4 will complete 60 Amira stories, and at NWEA EOY MAP, in May 2026, 80% of students in grades K-4 will complete 120 Amira stories.</li><li>• At least 5/7 K-5<sup>th</sup> grade reading teachers will average at least 3/6 points in Engage &amp; Deliver on their SPOT average by December 2025; by May 2026, at least 4/7 K-5<sup>th</sup> grade reading teachers will score at least 4/6 points in Engage &amp; Deliver on their monthly SPOT average.</li></ul>
	<b>Specific actions – school leaders</b> ( <i>What specific action steps will the building leaders take to accomplish the objective?</i> ) <ul style="list-style-type: none"><li>• Monitor Amira usage weekly and share data trends with teachers to ensure consistent completion of stories.</li><li>• Monitor daily demonstration of learning data.</li><li>• Conduct data PLC after each NWEA MAP assessment (BOY, MOY, EOY) to analyze student growth and identify targeted instructional next steps.</li><li>• Provide coaching and feedback through coaching focused on Domain II of the spot observation rubric and based on teachers' monthly spot observation data.</li><li>• Lead professional development sessions that model high-leverage instructional strategies (e.g., engagement strategies).</li><li>• Ensure intervention and acceleration plans are implemented for students not meeting growth benchmarks.</li><li>• Review Amira reports weekly to identify students off-track and partner with teachers on re-engagement strategies.</li></ul>

- Coordinate calibration walks and peer observations to support teacher development around high quality reading instruction.
- Track and provide monthly progress toward spot observation goals.
- Assign peer mentors for Tier III teachers.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

- Analyze Amira reports to monitor students weekly goal completion.
- Track and display student Amira progress in the classroom to build ownership and goal setting.
- Use intervention, re-teach, LSAE, homework, and whole group instruction to spiral in foundational reading skills for students below level.
- Utilize multiple response strategies to increase engagement during reading lessons.
- Use DOL data and engagement strategies (CFUs) to determine student understanding and adjust instruction in real time based on data.
- Complete pre-work for weekly planning meetings to ensure lessons are aligned to rigor and include opportunities to check for understanding and re-engage students when needed.
- Complete DOLs, student activity packets, LSAE packets, and exemplar responses in advance to support students during instruction.
- Plan differentiation strategies to support varying student levels during instruction.
- Reflect on and apply feedback from spot observations and on the spot coaching to improve daily instructional practices.
- Analyze and utilize student data to inform instructional decisions.
- Design and embed scaffolds in each lesson to support student understanding.

## Key Action One

**Staff Development**

Who:

What:

When:

Where:

## Professional Development Plan | SY 2025–2026

Date/Time	Topic/Focus	Audience	Facilitator(s)	Location
August 2025 (PD Week)	Launch Strong Reading Instruction: Planning with the End in Mind (NWEA + Amira + STAAR alignment)	All K–5 Reading Teachers	Campus Leadership	Library & Cafeteria
Weekly	HISD Instructional Planning Guide	All teachers	Campus Leadership	Classroom
Bi-weekly	SPOT Calibration + Best Practice Deep Dives: "Engage & Deliver" & "Monitor & Adjust" Focus	All K–5 Reading Teachers	Emerson	Classroom
2x per semester	Amira Data Deep Dives: Monitoring On-Track Progress and Planning Re-engagement Strategies	All Reading Teachers	Emerson/District Support	Classroom
Monthly	Amira & NWEA Goal-Setting/Data Conferences (Student-Led or Small Group with Teachers)	Students (K–5) + Teachers	Teachers (Facilitated by TA or LC)	Classroom
October 2025	Intervention Planning: Using NWEA + Amira + Daily Checks to Drive Intervention	K–5 Reading Teachers	Emerson/District Support	Classroom
December 2025	Mid-Year SPOT Lookback + Peer Share: Effective “Engage & Deliver” Moves that Improve Outcomes	All K–5 Reading Teachers	Campus Leadership + Teachers	Library
January 2026	MOY NWEA Data Dive: Growth Reflection + Reprioritizing Next Steps in Planning and Intervention	All K–5 Reading Teachers	Admin	Classroom
February 2026	Multiple Response Strategies: Increasing Engagement + Rigor in Reading Lessons	All K–5 Reading Teachers	Admin	Classroom
March 2026	STAAR Readiness: High-Impact Strategies for Spiral Review and Re-engagement	3 <sup>rd</sup> –5 <sup>th</sup> Reading Teachers	Admin	Library
May 2026	EOY Reflection + SPOT Showcase: Celebrating Growth and Best Practices in Reading Instruction	All K–5 Reading Teachers	Admin + Teachers	Library

### Additional Ongoing Supports

- **Daily Coaching:** Teachers receive on-the-spot coaching based on need, according to SPOT scores.
- **Amira Office Hours:** Monthly opt-in support sessions to troubleshoot pacing and data tracking
- **Campus Writing Plan:** Implementation of a campus writing plan to support student writing success.

Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		<b>TOTAL</b>	
	Funding Sources		

**Key Action** (*Briefly state the specific goal or objective.*)

**Increase the capacity of instructional staff to improve the quality of instruction in Math.**

**Indicators of success** (*Measurable results that describe success.*)

- At the NWEA MAP MOY Math assessment in January 2026, 50% of our K-5<sup>th</sup> grade students will meet their individual growth goal from BOY to MOY; at EOY in May 2026, at least 60% of our students will meet their individual MAP growth goal.
- By January 2026, 90% of our K-4 students will complete at least three on-grade level Zearn lessons per week; by EOY in June 2026, 90% of our K-4 students will complete at least 90 on-grade level Zearn lessons
- At least 4/7 K-5<sup>th</sup> grade math teachers will score at least 3/6 points in *Engage & Deliver* on their SPOT average by December 2025; by May 2026, at least 5/7 K-5<sup>th</sup> grade math teachers will score at least 4/6 points in *Engage & Deliver* on their SPOT average.

**Specific actions – school leaders** (*What specific action steps will the building leaders take to accomplish the objective?*)

- Monitor Zearn usage weekly and share data trends with teachers to ensure consistent completion of on-grade level lessons.
- Conduct data PLCs after each NWEA MAP assessment (BOY, MOY, EOY) to analyze student growth and identify targeted instructional next steps.
- Provide coaching and feedback through coaching focused on Domain II of the spot observation rubric and based on teachers' monthly spot observation average.
- Lead professional development sessions that model high-leverage math strategies (e.g., manipulatives, error analysis, multiple response strategies).
- Ensure intervention and acceleration plans are implemented for students not meeting growth benchmarks.
- Review Zearn reports weekly to identify students off-track and partner with teachers on re-engagement strategies.
- Coordinate calibration walks and peer observations to support teacher development around high-quality math instruction.
- Track and report provide monthly progress toward spot observation goals.
- Assign peer mentors to Tier III teachers.

**Specific actions – staff** (*What specific action steps will the staff take to accomplish the objective?*)

- Implement daily/weekly Zearn with fidelity, ensuring students complete assigned on-grade level lessons per week (3/week for K-4, 2/week for 5th).
- Assign 1-2 foundational lessons in Zearn that align with prerequisite skills of current classroom content to support closing instructional gaps for students who are consistently not completing weekly lessons.
- Track and display student Zearn progress in the classroom to build ownership and goal setting.

- Use small group, intervention, re-teach, LSAE, homework, and whole group instruction to spiral in prerequisite math skills for students below level.
- Utilize multiple response strategies to increase engagement during math lessons.
- Incorporate manipulatives and visuals consistently to build conceptual understanding and support differentiated learning.
- Use DOLs and mid-lesson checks (CFUs) to determine student understanding and adjust instruction in real time based on data.
- Collaborate in weekly planning PLCs to ensure lessons are aligned to rigor and include opportunities to check for understanding and re-engage students when needed.
- Implement feedback and coaching from on the spot observations and on the spot coaching.

### Key Action Two:

Staff Development	<b>Who:</b> K – 5 <sup>th</sup> grade Math teachers
	<b>What:</b> 2025 – 2026 PD plan for Math teachers
	<b>When:</b> August 2025 – May 2026 (Ongoing)
	<b>Where:</b> On campus – classrooms, PLCs, PD sessions, and coaching meetings

## Math Professional Development Plan | SY 2025–2026

Date/Time	Topic/Focus	Audience	Facilitator(s)	Location
August 2025 (PD Week)	Launching Strong Math Instruction: Planning with the End in Mind (NWEA + Zearn + STAAR alignment)	All K–5 Math Teachers	Campus Leadership	Library & Cafeteria
Bi-weekly on Wednesday	SPOT Calibration + Best Practice Deep Dives: "Engage & Deliver" & "Monitor & Adjust" Focus	All K–5 Math Teachers	Bruns	Classroom
2x per semester	Zearn Data Deep Dives: Monitoring On-Track Progress and Planning Re-engagement Strategies	All Math Teachers	Bruns/District Support	Classroom
Monthly	Zearn & NWEA Goal-Setting/Data Conferences (Student-Led or Small Group with Teachers)	Students (K–5) + Teachers	Teachers (Facilitated by TA or LC)	Classroom
October 2025	Intervention Planning: Using NWEA + Zearn + Daily Checks to Drive Intervention	K–5 Math Teachers	Bruns/District Support	Classroom
December 2025	Mid-Year SPOT Lookback + Peer Share: Effective “Engage & Deliver” Moves that Improved Outcomes	All K–5 Math Teachers	Campus Leadership + Teachers	Library
January 2026	MOY NWEA Data Dive: Growth Reflection + Reprioritizing Next Steps in Planning and Intervention	All K–5 Math Teachers	Admin	Classroom
February 2026	Multiple Response Strategies: Increasing Engagement + Rigor in Math Lessons	All K–5 Math Teachers	Admin	Library
March 2026	STAAR Readiness: High-Impact Strategies for Spiral Review and Re-engagement	3 <sup>rd</sup> –5 <sup>th</sup> Math Teachers	Admin	Library
May 2026	EOY Reflection + SPOT Showcase: Celebrating Growth and Best Practices in Math Instruction	All K–5 Math Teachers	Admin + Teachers	Library

### Additional Ongoing Supports

- **Daily Coaching:** Teachers receive on-the-spot coaching based on need, according to SPOT scores.
- **Zearn Office Hours:** Monthly opt-in support sessions to troubleshoot pacing and data tracking
- **Instructional Calibration:** Twice per month walkthroughs with feedback on math instruction aligned to SPOT rubrics.

<b>Budget</b>	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		
	Other		
	Other		
		<b>TOTAL</b>	
	Funding Sources		

**KEY ACTION THREE**

**Key Action** *(Briefly state the specific goal or objective.)*

Strengthen instructional practices, progress monitoring systems, and intervention supports to accelerate achievement and growth for SPED students across all content areas.

**Indicators of success** *(Measurable results that describe success.)*

- Lockhart ES will receive an A-rating on fall and spring state folder audits
- By December 2025, at least 85% of SPED students will show progress toward meeting one or more IEP academic goals, as evidenced by Progress Report Wizard and anecdotal notes; by May 2026, 90% of SPED students will show progress toward IEP goals.
- By May 2026, 100% of ARD meetings will be held on or before their due dates, with no missed compliance deadlines, as evidenced by Department Chair documentation and verification in EasyIEP.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Facilitate beginning-of-year PD for SPED and general education teachers on NWEA MAP growth goals, data analysis, and goal-setting aligned to IEPs.
- Schedule and lead monthly data meetings with SPED teachers to analyze student progress toward NWEA and IEP goals.
- Provide a goal-tracking template aligned to IEP objectives and ensure consistent use through regular check-ins and walkthroughs.
- Conduct PLCs and coaching sessions with SPED teachers focused on effective differentiation, accommodations, and use of progress monitoring tools.
- Observe and give feedback on SPED pull-out instruction at least twice per month, with a focus on Monitor & Adjust for MRS, scaffolding, and differentiation.
- Monitor the fidelity of co-teaching or in-class support models and troubleshoot scheduling or implementation issues.
- Track and report SPED student participation in core instruction, including scheduling observations to ensure alignment with documented services.
- Provide time during PLCs or designated SPED team meetings to analyze IEP goal progress and adjust instructional plans accordingly.

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- Communicate individual NWEA growth goals to each SPED student based on BOY performance and review goals bi-weekly with students.
- Create and maintain individualized academic goal-setting and progress tracking systems (digital or paper-based) for each student based on IEP goals and NWEA data.
- Document progress monitoring of DOLs aligned to IEP goals
- Regularly update anecdotal records and use data to drive instructional decisions and scaffolded supports.
- Collaborate with general education teachers weekly to plan inclusive lessons, embed accommodations, and adjust support as needed.

- Implement accommodations and modifications with fidelity during general education lessons and in-class support (e.g., sentence stems, chunked directions, extended time).
- Use MRS, visuals, scaffolds, and differentiation in SPED pull-out sessions and in-class support.
- Participate in SPED-focused instructional coaching cycles and implement feedback related to Monitor & Adjust and differentiation practices according to SPOT data.
- Support SPED students in understanding and taking ownership of their academic goals through self-monitoring and student-led conferences/check-ins.

### Key Action Three

<b>Staff Development</b>	<b>Who:</b> SPED teachers (K-5)
	<b>What:</b> SPED PD plan to improve instructional practices, student progress toward IEP and NWEA goals, and ensure high-quality inclusive support.
	<b>When:</b> August 2025 – May 2026 (Ongoing)
	<b>Where:</b> On campus – classrooms, PLCs, PD sessions, and coaching meetings

### SPED Professional Development Plan | SY 2025–2026

Month	PD Topic	Format	Outcomes
August	Effective IEP implementation & co-teaching models	In-person training	100% of teachers understand service delivery expectations
September	Progress monitoring systems & goal-tracking	Hands-on workshop	100% of teachers create and implement tracking tools
October	Accommodations in core content areas	PLC	Improved collaboration with general education teachers
November	Differentiation & scaffolding in SPED pull-out	At-Bat/Demo	Increase in SPOT “Monitor & Adjust” scores
January	Data-driven instruction using MOY NWEA	Data dive session	Action plans created for each student based on MOY data
February	Multiple Response Strategies (MRS) for engagement	PLC	Observed use of MRS in 100% of SPED lessons
March	Inclusive practices and general ed collaboration	Planning w/Gen. Ed	Evidence of co-planning/co-teaching logs
April	End-of-year goal review & reflection	Coaching summit	Teachers reflect on student growth and next steps

### Monitoring & Accountability

- **Bi-weekly:** SPOTS with highest-leverage actionable coaching feedback using SPED specialty guidance
- **Monthly:** Data tracker reviews, anecdotal notes, coaching reflections
- **Quarterly:** Coaching check-in with admin and teacher to review progress
- **Ongoing:** Submission of student progress artifacts (e.g., trackers, accommodations logs)

Budget	Proposed Item	Description	Amount
	Staff development		
	Materials/Resources		
	Purchased services		

	Other		
	Other		
		<b>TOTAL</b>	
	Funding Sources		