

2021-22

School Comprehensive Education Plan (SCEP)

Elementary and Middle Schools in Good Standing

|  |  |  |  |
| --- | --- | --- | --- |
| District | School Name | Principal | Grades Served |
| Yonkers City School District | School 21 | Leslie Powell-Grant | Prek-6 |

# 2020-21 Data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroup | Benchmark 2 <40% | Benchmark 2 2 40-59% | Benchmark 2 60-79% | Benchmark 2 >=80% |
| All Students-# | 38 | 61 | 71 | 78 |
| % | 15 | 25 | 29 | 31 |

In the space below, enter the number and percentage of students in the “All Students” subgroup based on the 2020-21 school-level data listed below. Use the *Dataset to Inform Goals* chart on the S drive as a reference.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroup | DataMate ELA 2  <40% | DataMate  ELA 2  40-59% | DataMate  ELA 2  60-79% | DataMate  ELA 2  >=80% |
| All Students - # | 0 | 0 | 0 | 0 |
| % | 0 | 0 | 0 | 0 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroup | DataMate Math 2  <40% | DataMate  Math 2  40-59% | DataMate Math 2  60-79% | DataMate  Math 2  >=80% |
| All Students-# | 87 | 73 | 56 | 100 |
| % | 28 | 23 | 18 | 32 |

# Stakeholder Participation

## Background

The SCEP must be developed in consultation with parents, school staff, and secondary students grades 7/8, and in accordance with §100.11 of Commissioner’s Regulations.

## Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify needs and root causes
2. Determining priorities and goals based on the needs identified
3. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
4. Identifying a plan to communicate the priorities with different stakeholders

## Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Meeting Date | Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes | Step 2: Determining priorities and goals based on the needs identified | Step 3:   Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified | Step 4: Identifying a plan to communicate the priorities with different stakeholders |
| *Example: 3/6/20* | *x* | *x* |  |  |
| 3/10/21 |  | X |  |  |
| 3/24/21 |  | X |  |  |
| 4/6/21 |  | X |  |  |
| 4/28/21 | X | X |  |  |
| 5/5/21 | X | X |  |  |
| 5/21/21 | X | X | X |  |
|  |  |  |  |  |

Identify how the perspectives of stakeholders of the All Students group have been incorporated into the SCEP. If the school targets a specific subgroup, include information in the chart below how perspectives of individuals responsible for students in that group have been incorporated into the plan.

|  |  |
| --- | --- |
| Stakeholder group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | How the perspectives of this group have been incorporated into the SCEP |
| Teachers responsible for teaching each identified subgroup | Teachers provided suggestions on improvement for students academically in the areas of literacy, numeracy, social emotional learning, closing achievement gap and School Culture |
| Parents with children from each identified subgroup | *Parents will be contacted and individual meetings held to discuss how we are going to assist their children in areas listed above. In addition a parent Is on SCEP Plan committee.* |
| Students from each identified subgroup (seventh grade and above) | N/A |

Notes:

As the school SCEP team develops the plan, make sure to include information as to how the school will address the following:

Instructional Loss and the interventions in place

Instructional Technology – maintaining practices currently in place in the classrooms

Social Emotional Learning - incorporating Suspension data by subgroup to monitor progress

## Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP.** Due to the current guidelines, electronic signatures will be accepted on this page. If an individual identified below has objections or concerns related to the SCEP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Stakeholder Name | Role | Dates Involved *(enter m/dd in the space below and mark an X for each date the individual attended)* | | | | | | | | | | Signature |
| 3/10 | **3/24** | 4/6 | **4/28** | **5/5** | 5/21 |  |  |  |  |
| Leslie Powell-Grant | Principal | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Teresa Gorman | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Loida Cabassa | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Violca Memishaj | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Gerard Girstl | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| William Archacki | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Edwin Moreno-Sandez | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Ana Coca Bonilla | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Elizabeth Rodriguez | Teacher | X | **X** | X | **X** | **X** | X |  |  |  |  |  |
| Mrs. Murray | Parent |  |  |  |  |  | X |  |  |  |  |  |
| Sheila Baker | CSEA |  |  |  |  |  | X |  |  |  |  |  |
| Rhonda Moore | CSEA | X | **X** | X | **X** | **X** | X |  |  |  |  |  |

# ELA Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

|  |  |
| --- | --- |
| Subgroup | June 2022 SMART Goal |
| All Students | By the end of June 2022 students who are in the less than 40% Benchmark group will decrease by 12 students |
|  |  |
|  |  |

## The ELA Goal is based on the data below.

|  |  |  |  |
| --- | --- | --- | --- |
| Subgroup | Benchmark 2 <40% | Benchmark 2 40-59% | Benchmark 2 60-79% |
| All Students-# of students 2021 | 38 | 61 | 71 |
| 2022-# of students moving to the next level | 26 | 66 | 76 |

\*Refer to the Dataset to Inform Goals Chart

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroup | DataMate ELA 2  <40% | DataMate  ELA 2  40-59% | DataMate  ELA 2  60-79% | DataMate  ELA 2  >=80% |
| All Students-# of students 2021 | 0 | 0 | 0 | 0 |
| 2022- # of students moving to the next level | 0 | 0 | 0 | 0 |

Grades 7/8

## Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the ELA Goal. Note: Instructional Technology in the classroom will reflect acceleration/interventions used in the 20-21 school year.

|  |  |  |
| --- | --- | --- |
| What will the school do in the first half of the year to address goal identified above?  (*add additional rows as needed*) | | |
| Start | **End** | **Action** |
| 6/30/21 | 8/30/21 | Students will be given summer packets that are on their current grade level. Packets will serve as a review or a reteach to information cover throughout the school year |
| 09/03/21 | 01/02/22 | Basic grade skills reviewed (make up for missing time) |
| 09/03/21 | 01/02/22 | Level novels that meet student’s interest that include reader response logs. |
| 09/03/21 | 01/02/22 | Promote Library Cards to Yonkers Public Library |
| 09/03/21 | 01/02/22 | Teachers will continue Staff Development |
| 09/03/21 | 01/02/22 | Working journals that coincide with reading in all areas |
| 09/03/21 | 01/22/22 | Teachers will develop leaders to facilitate student reading groups |
| 09/03/21 | 01/02/22 | Teachers will meet weekly with students |

## Mid-Year Benchmark

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| --- | --- | --- |
| Identify what specifically you expect to see in the results of the Winter Benchmark/DataMate assessments to know that the school is on track to achieve the goal.  Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels/subgroups. | | |
| Assessment | **Benchmark 2/DataMate 2 Performance 2021** | **January 2022 Target** |
| ELA and Math Data will be available for all students in grades 3-6 | It is the goal to have more students complete the Benchmark 4 to assist in comparing results to Benchmark 2. It is our goal to maximize testing time by having students use as many days as necessary to complete assessments. The same is true for the dataMate assessment administered in May and June 2021 | Have Map Data on every student for the Fall and Winter along with Benchmark two data so a full assessment is available on each child. |
|  |  |  |

## Planning for January to June

|  |  |  |
| --- | --- | --- |
| What will the school do in the second half of the year to ensure that it meets the goal identified above? *(add additional rows as needed).* | | |
| Start | **End** | **Action** |
| 01/02/22 | 06/24/22 | Spiral review of writing mechanics, grammar, phonics, spelling, capitalization (this could be in the form of a daily quick practice) |
| 01/02/22 | 06/24/22 | R.A.C.E.S. writing acronym R-restate question, A-answer question, C-cite text evidence, E-Explain how evidence supports your answer, S-Sum it Up |
| 01/02/22 | 06/24/22 | Continue congruence meeting on grade level |
| 01/02/22 | 06/24/22 | Students writing will improve |
| 01/02/22 | 06/24/22 | Students will be given opportunities daily to use computers to assist with their comfort level with preparing for CBT(Computer Based Testing) |
| 01/02/22 | 06/24/22 | Will continue to use resources in Clever |
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## Addressing COVID-19 Related Challenges – ELA Goal

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| --- | --- | --- |
| In the space below, identify the 2020-2021 school year related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)* | | |
| Need | **Strategy to Address** | **When** |
| *Ex: Curriculum Maps need updating* | *Convene vertical teams to ensure last year’s missed content is covered in Fall.* | *August* |
| Review NYS Standards | Assign students a writing activity to assess their ability to address the presented topic | September |
| Curriculum Map and Pacing | Congruence meetings will continue along with horizontal teams to discuss students growth from last year to the current year | September |

# Math Goal

Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

|  |  |
| --- | --- |
|  |  |
| Subgroup | **June 2022 SMART Goal** |
| All Students | By June 2022 there will be a decrease in the number of students in the 40% or less group by 12 students. |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Subgroup | DataMate Math 2  <40% | DataMate  Math 2  40-59% | DataMate Math 2  60-79% |
| All Students-# of students 2021 | 87 | 73 | 56 |
| 2022-# of students moving to the next level | 75 | 78 | 61 |

## The Math Goal is based on the data below.

\*Refer to the Dataset to Inform Goals Chart

## Action Plan: August to January

The actions must include interventions that will be used to address instructional loss and how Instructional Technology will be leveraged to meet the Math Goal. Note: Instructional Technology should reflect acceleration/interventions used in the 20-21 school year.

|  |  |  |
| --- | --- | --- |
| What will the school do in the first half of the year to meet the goal identified above?  (*add additional rows as needed*) | | |
| Start | **End** | **Action** |
| 09/03/21 | 01/02/22 | **Prior grade skills review** |
| 09/03/21 | 01/02/22 | Explore the reasons for and the importance of learning math in everyday situations and in related careers using all areas of Math. |
| 09/03/21 | 01/02/22 | Sumdog review of skills |
| 09/03/21 | 01/02/22 | Math journals |
| 09/03/21 | 01/02/22 | More computerized math programs to augment all math strands |
| 09/03/21 | 01/02/22 | Create a math club |
| 09/03/21 | 01/02/22 | Stem Activities |

## Mid-Year Benchmark

|  |  |  |
| --- | --- | --- |
| Identify what specifically you expect to see in the results of the DataMate assessment to know that the school is on track to achieve the goal.  Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels/subgroups. | | |
|  |  |  |
| Subgroup | **DataMate 2 Performance 2021** | **January 2022 Target** |
| ELA and Math Data will be available for all students in grades 3-6 | It is the goal to have more students complete the Benchmark 4 to assist in comparing results to Benchmark 2. It is our goal to maximize testing time by having students use as many days as necessary to complete assessments. The same is true for the dataMate assessment administered in May and June 2021 | Have Map Data on every student for the Fall and Winter along with Benchmark two data so a full assessment is available on each child. |

## Planning for January to June

|  |  |  |
| --- | --- | --- |
| What will the school do in the second half of the year to ensure that it meets the goal identified above? *(add additional rows as needed)* | | |
| Start | **End** | **Action** |
| 01/02/22 | 06/24/22 | Jack Hartmann videos are very engaging for younger students, any videos played during a Brain Break encourages numeracy fluency. |
| 01/02/22 | 06/24/22 | Sumdog diagnostic usage along with Skills Navigator (MAPS)  Create and implement interventions for struggling students. |
| 01/02/22 | 06/24/22 | Continue with Math journals |
| 01/02/22 | 06/24/22 | Set benchmarks and track progress |
| 01/02/22 | 06/24/22 | Target math instruction |

## Addressing COVID-19 Related Challenges – Math Goal

|  |  |  |
| --- | --- | --- |
| *In the space below, identify the 2020-2021 school year related needs the school has considered for this specific goal and how the school intends to address these needs. (add additional rows as needed)* | | |
| Need | **Strategy to Address** | **When** |
| *Ex: Curriculum Maps need updating* | *Convene vertical teams to ensure last year’s missed content is covered in Fall.* | *August* |
| Review student data | Teachers will review student data and implement a plan to assist students where needed | September |
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# Social Emotional Learning Goal

Schools should create a goal addressing one or more of the following: MTSS, SEL check ins, SEL curriculum. Include suspension data as a source to identify/monitor the goal.

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| --- |
| June 2022 SMART Goal |
|  |

## Action Plan: August to January

|  |  |  |
| --- | --- | --- |
| What will the school do in the first half of the year to address goal identified above?  (*add additional rows as needed*) | | |
| Start | **End** | **Action** |
| 09/03/21 | 01/02/22 | **Community Building Circles (Ex. Monday morning meeting which is a check-in to share how students are feeling, what their goals are, and who will help them reach their goals)** |
| 09/03/21 | 01/02/22 | Nearpod has SEL videos |
| 09/03/21 | 01/02/22 | 60 second shout outs (students give positive comments about a classmate.) |
| 09/03/21 | 01/02/22 | SEL classes with qualified instructors on a regular basis |
| 09/03/21 | 01/02/22 | Classroom visits by school psychologist/social worker  Literature or videos about SEL subjects that apply to the school environment. |
| 09/03/21 | 01/02/22 | Refer to outlines given by each grade dealing with building empathy, respect, including others, & managing frustration. Student assemblies will be held |
| 09/03/21 | 01/02/22 | Morning meetings to check-in making students and their needs part of the conversation. |
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## Mid-Year Benchmark

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| --- | --- |
| Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.  Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels. | |
| Data Source | **January 2022 Target** |
| MAP, Benchmark and DataMate |  |
|  |  |

## Planning for January to June

|  |  |  |
| --- | --- | --- |
| What will the school do in the second half of the year to address the goal identified above? *(add additional rows as needed)* | | |
| Start | **End** | **Action** |
| 01/02/22 | 06/24/22 | **Provide opportunities for children to identify and understand their feelings and emotions and discuss them with others.** |
| 01/02/22 | 06/24/22 | Create an environment that is structured and safe. |
| 01/02/22 | 06/24/22 | Videos that foster children starting the conversation about what’s going on around them. |
| 01/02/22 | 06/24/22 | Short films that foster coping strategies |
| 01/02/22 | 06/24/22 | More in-person Guidance visits to class |
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## Addressing COVID-19 Related Challenges

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| It is likely that the school experienced challenges in this area due to COVID-19. In the space below, identify the needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)* | | |
| Need | **Strategy to Address** | **When** |
| Assess where students are | Pre-assessment | September |
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# Chronic Absenteeism Goal

# Identify a goal for the All Students subgroup. Additional goals may be developed for specific ESSA subgroups if identified by the school SCEP Team.

|  |  |
| --- | --- |
| Subgroup | June 2022 SMART Goal |
| Unlikely to be CA (Chronic Absence) | We will continue to increase number of students who are unlikely to be Chronic Absent through parent outreach, school correspondence and psychologist/social worker intervention |
|  |  |
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## The Chronic Absenteeism Goal is based on the data below.

\*Refer to the Dataset to Inform Goals Chart

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Solid CA (>80 attendance rate)** | **Current CA, could improve (80-89 attendance)** | **Currently not CA, but borderline (90-94 attendance)** | **Unlikely to be CA (>94 attendance)** |
|  |  |  |  |  |
| All Students-# of students 2021 | 62 | 52 | 39 | 257 |
| 2022-# of students moving to the next level | 12 | 10 | 25 | 282 |

## Action Plan: August to January

|  |  |  |
| --- | --- | --- |
| What will the school do in the first half of the year to meet the goal identified above?  (*add additional rows as needed*) | | |
| Start | **End** | **Action** |
| 09/03/21 | 01/02/22 | Student attendance will be monitored monthly. |
| 09/03/21 | 01/02/22 | Letters will be sent out after every five absences by the main office |
| 09/03/21 | 01/02/22 | Each month student will get an award.  Extra paw cabinet time |
| 09/03/21 | 01/02/22 | Teachers will document late arrivals and early pick ups |
| 09/03/21 | 01/02/22 | Teachers will make calls to parents after three absences in a row |
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## Mid-Year Benchmark

|  |  |  |  |
| --- | --- | --- | --- |
| The school will review attendance/chronic absentee data mid-year and identify what specifically you expect to see in the results of that data to know that the school is on track to achieve the goal.  Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. | | | |
| Data Source | **Subgroup** | **January 2022 Target** | |
| % of students with 9 or more absences | **Multilanguage learners** |
|  | **Black/African American** |  |  |

## Planning for January to June

|  |  |  |
| --- | --- | --- |
| What will the school do in the second half of the year to ensure that it meets the goal identified above? *(add additional rows as needed)* | | |
| Start | **End** | **Action** |
| 01/02/22 | 06/24/22 | Award ceremony for students with perfect attendance |
| 01/02/22 | 06/24/22 | Teachers will continue calling parents after three absences in a row. |
| 01/02/22 | 06/24/22 | Teachers will continue to monitor absences, lateness, and early dismissals. |
| 01/02/22 | 06/24/22 | Letters will continue to be sent out on a monthly basis for students with 5, 10 or 15 absences. |
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## Addressing COVID-19 Related Challenges

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| --- | --- | --- |
| In the space below, identify the COVID-19 challenges/needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)* | | |
| Need | **Strategy to Address** | **When** |
| All students offered opportunity to attend school | Based on School Districts Decision | September 2021 |
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| --- | --- | --- | --- |
| Stakeholder Group | Survey Question | 2021 Survey Responses | 2022 Survey SMART Goal |
| Involved Families | 3 |  | By End of Year Parent Involvement will increase in terms of attending PTA meetings, Open House and Parent/Teacher conferences. In addition, there will be an increase in parent influence on decision making in school when it comes to fundraising and creating activities for students |

# Survey Goal

## Action Plan: August to January

|  |  |  |
| --- | --- | --- |
| What will the school do in the first half of the year to meet the goal identified above?  (*add additional rows as needed*) | | |
| Start | **End** | **Action** |
| 10/2021 | 1/2022 | Engaging First Study |
| 10/2021 | 1/2022 | PTA Calendar |
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## Mid-Year Benchmark

|  |  |
| --- | --- |
| Identify what the school will review mid-year and what specifically the school will expect to see in the results of that data to know that it is on track to achieve the goal.  Add additional rows when necessary if there are multiple targets across multiple sources of data. | |
| Data Source | **January 2022 Target** |
| 1/2022 | Administration and first grade teachers will discuss finding from the Engaging First Study |

## Planning for January to June

|  |  |  |
| --- | --- | --- |
| What will the school do in the second half of the year to ensure it meets the goal identified above? *(add additional rows as needed)* | | |
| Start | **End** | **Action** |
| 1/2022 | 6/30/2021 | Meeting will be held either in person or virtually with PTA to review calendar for the remainder of the school year |
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## Addressing COVID-19 Related Challenges

|  |  |  |
| --- | --- | --- |
| In the space below, identify the COVID-19 related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)* | | |
| Need | **Strategy to Address** | **When** |
|  |  |  |
|  |  |  |
|  |  |  |
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# Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the SCEP. If the school was unable to obtain a signature of an individual that participated in the development of the SCEP, the school has written “Addendum Attached” and supplied supplemental documentation to explain why the school was unable to obtain the individual’s signature.
3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
4. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
5. What is the school’s plan to communicate the priorities and goals with different stakeholders?

SCEP plan will be posted on School website

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\_Teachers will be given a copy of the SCEP plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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