**CHAPTER 1**

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**Department of Education Mission, Vision, and Core Values Statement**

“Here we help the young who help themselves in life”, a line that ignite the Salesian Priests to pursue their dreams to build a school for the marginalized family.

It is the commitment of Lilo-an National High School-Extension Don Bosco Campus to fulfill the DepEd Vision through a constant upgrading of the teachers to the new trends of education through In-Service Trainings and Seminar-Workshops.

Through the teachers inculcating in the mind of the students for the preservation and promotion of the Filipino culture and heritage guiding the students/learners to become honest citizens capable of making heroic contributions to society as well as immersing students to different community of practice for them to realize real world situation wherein they could apply their learning and learners/students observing the different activities in line with the thrust of the Department of Education in building the nation.

In attaining the mission of the Department of Education as an institution of learning, Liloan National High School Extension-Don Bosco Campus binds to adhere through the teachers in facilitating learning and constantly nurturing every learner’s especially in the literacy and numeracy skills.

These also embrace the participative involvement of everyone who has at the heart of Don Bosco’s Mission which in these form part of the Educative Pastoral Community (Administrators, Teachers, Personnel, Parents, Alumni, and Other Lay Mission Partners) bonded together to inspire, and actively present in the activities of the young students.

It is also the thrust of the school in integrating the involvement of families, community and other stake holders that are actively engaged and share responsibility and developing life-long learners. SCHOOL IMPROVEMENT PLAN

LNHS Ext.- Don Bosco Campus encouraged students to express intellectual expression through high performance in academic, high performance result in every national and local assessment given to the students and other academic venues in expressing their excellence of education.

The Liloan National High School Ext. – Don Bosco Campus commits to continuously instill the core values through: MAKA-DIYOS- in which the school has a First Friday Devotion, Quarterly Spiritual Recollections for Students, Quarterly Salesianity formation of Teachers and as well as full observation all spiritual activities embraced by the Salesian community; MAKA-TAO- students are engaged in feeding program to the different puroks assign to them, seminar on Inter-Personnal Relationship/ Team Building,

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Sports Activities and home visitations; MAKA-KALIKASAN- teachers as well as learners being actively participating in Planting/Growing, Adopt a Purok Program , school waste segregation , full engagement of gulayan sa paaralan in terms of gardening in ornamental and herbal Plants; and lastly MAKA-BANSA- the school actively engage in all celebration that gears in valuing the different programs in integrating love of country in the different subjects like MAPEH, Aralin Panlipunan, and EsP.

**Table 1:List of School Planning Team Members and their Roles and Functions**

|  |  |  |
| --- | --- | --- |
| **PROJECT TEAM MEMBERS** | **ROLES** | **FUNCTIONS** |
| Hipolito Q. Pegarido Jr. Carmelito M. Lauron Sr. | Chairpersons | * Leads and facilitate the team in actual planning of the school implementation plan.
* Convenes the team in proper planning and discuss to the respective members their functions as well as the expected milestone and output .
 |
| Chere B. Velasquez,Ph.D.Brenda P. Manguilimotan,Ph.D.Arman Bosque | Teacher Representative | * Vigorously participate during the development of the SIP in terms of gathering the data, setting of goals and conceptualization of strategies for the plan.
 |
| Ellie Bantilan  | LGU Representative | * Provide and share valuable information on the interest of the community in school improvement and participate in setting goals, strategies and priorities of the school.
 |
| Wilfredo Bayking  | Parent Representative | * Provide and share valuable information regarding the needs of their children in facing their day to day academic activities, their insights on the school aspirations to help their children in attaining the academic goals of their children.
 |
| Stanford Roble  | Student Representative | * Provide and share insights and information on the different issues or concerns they want to implement for the betterment of their academic experience of the school as well as
 |

 In Table 1, it illustrates the List of School Planning Team Members and their Roles and Functions. These will identify clearly the different functions of each members for a more collaborative effort and also taking into consideration the different task that each function implies.

**Table 2: School Planning Team’s Timetable of Activities**

|  |  |
| --- | --- |
| **ACTIVITIES** | **SCHEDULE** |
| Preparatory Activities:Send communication to the barangay in assisting the teachers regarding the child mapping instrument that will be conducted in every purok in the barangay.Meeting with the teachers regarding conduct of the child mapping instrumentConduct the Child Mapping instrument to every purok in the barangay | August 2019 |
| Phase 1: ASSESSConvene the team and other related groupings to look into data collected to find out areas needing improvementDiscussion and brainstorming to identify root cause/s of identified PIAs * Identify appropriate action and/or adopt specific program/s deemed necessary and relevant to address presenting PIAs
 | 1st week of September 2019 |
| Phase 2: PLANDevelop and construct the SIP in collaboration with all the SPT members | 2nd Week of September 2019 |
| Phase 3: ACTImplement the carried out PPA/sRoll out and/or just conduct a pilot group testing on the identified PPAs | 3rd week of September 2019 and onwards |

 In Table 2, it illustrates the SPT timetable of activities which depicts the detailed activities that the SPT members must take into account in the implementation of the SPI.

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**Assess**

 This chapter presents a brief discussion on the school and community data that were gathered, organized, and assessed using the templates provided in the e-SIP Guidebook. In this chapter it consist of five (5) sections, namely: school’s current situation, priority improvement areas, general objectives, targets, and root causes.

The school must ensure that these data are accurate and updated to be able to capture the school’s current needs. In the discussion, it emphasizes the connection of these data with the school’s current situation.

1. **School’s Current Situation**

**Table 3: School’s Current Situation**

 According to the table of School Current Situation to highlight the relevant information that need concerns and attention namely: the school is not accessible students and teachers need transportation, flooding possibility of the school, water, electricity and internet no connection from regular source, No permanent principal to oversee and managed the operation of the school, only the Salesian Father as Vice-Principal, shop of SMAW and EIM found within the building of the Senior High school building, Lacking Material and equipment in laboratory , lacking teaching staff, Lacking classroom, disruption of classes, drop outs with less percentage with .66% from the total population of 689 of the present school year. Then the National Achievement Test (NAT) result during 2017 among the Grade 7 students was Low proficient with 56 students as the highest number among the 108. Consistent in English Phil-IRI result described as Low Proficient with 29.4% of the 689 total population and No Proficient for the Pilipino Phil-IRI with 17.27 administered last September 5 and 6,2019. The promotion rate as of school year 2018-2019 was 98%.

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This indicate that among the concerns listed the most alarming is the

Low Proficient in National Achievement Test as well as the performance of students in Phil-IRI both in English and Pilipino and have an excellent promotion rate.

 It signifies that the students in Lilo-an National High School Extension Don Bosco Campus have less learning capacity in English and Pilipino which is consistent to the National Achievement Test (NAT) that are obviously observed in Mean percentage score (MPS) of different subjects which is less than the 75% Dep Ed target of MPS and which is in contrary to the promotion rate of almost perfect which can be questionable. As cited by some authors in Teaching -Learning Process that reading and comprehension work hand -in hand which is the basic skills to learn among the learners. Thus, if these skills are not developed during the formative years, learners have difficulty in the higher year level wherein higher competencies are expected from the learners to learned. Furthermore which is just like in Maslow’s Hierarchy of needs by Abraham Maslow that the basic needs must be accomplish first before the higher needs to avoid problems and difficulties.

1. **List of Priority Improvement Areas**

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 **Table 4: List of Priority Improvement Areas (PIA)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Improvement Areas** | **Strategic Importance** | **Urgency** | **Magnitude** | **Feasibility** | **Average** | **Interpretation** |
| Low NAT MPS | 5 | 5 | 5 | 5 | 5 | Very High |
| Poor reading Comprehension | 4 | 4 | 4 | 4 | 4 | High |
| Low Numeracy Rate | 4 | 4 | 4 | 4 | 4 | High |

Considering the table 2 of Lists of Priority Improvement area (PIA) the reading comprehension with a very high priority followed with flooding as the high priority with a mean value of 4.

 It denotes that students in both Junior and senior high school had a very low proficiency in reading comprehension, so if they will be given a task like reading, making journal, answering a thought provoking questions and reasoning, the students have difficulty in doing it due to this lack of basic skills which is supposed to be polished at this learning level but they still to learn the basic one. While the Local government unit of Disaster Reduction and Risk Readiness Management Team (DRRM) and school will keep the learning place safe and sound.

**2C. General Objectives**

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 **Table 5: General Objectives**

|  |  |
| --- | --- |
| **Priority Improvement Area** | **General Objective/s** |
|
| Low NAT MPS | To increase the NAT from 48.77% to 75% in 3 years |
| Low Literacy rate  | To increase the Phil-IRI from 54% to 75% in 3 years. |
| Low numeracy rate | To increase numeracy rate from 48.36% to 100% |

 Based on the Table 5, the table of General objectives which is identified according to Priority Improvement Area(PIA) aligned to the Dep Ed Intermediate Outcomes, and root causes. The Low in Reading Comprehension is the top priority has an objective which is to improve the performance in English Phil-IRI from 29.4% to 75 % in 3 years time and Pilipino Phil-IRI from 17.27% to 75 % while Drop-out as the lowest priority with an objective, to reduce the drop out from .66 % to zero % within three(3) years time. Though the objectives are quiet high to attained among the Subject teachers and the learners, they have three (3) years to do it gradually, persistently and patiently collaborate towards the achievement of the goals. Both must be determined in attaining the objectives which is SMART, specific measurable attainable, realistic and time bounded.

**2D. Targets**

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority Improvement Areas** | **General** **Objectives** | **ROOT CAUSES** | **TIME FRAME** |
| **SY 2019-2020** | **SY 2020-2021** | **SY 2021-2022** |
| 1.Low NAT MPS  | To increase the NAT MPS from 28% to 75%. | Insufficient knowledge on how to use new teaching strategies, teachers’ need of trainings and seminars Insufficient supply of appropriate instructional materials. | 55% | 65% | 75% |
| 2. Low literacy rate  | To increase the literacy rate from 29.4% to 100%  | Teachers’ need of trainings and seminars/LAC sessionsInsufficient appropriate reading materials. | 50% | 75% | 100% |
| 3. Low numeracy rate  | To increase the numeracy rate from 22.5% to 100%. |  Inadequate instructional materials, obsolete teaching, teachers’ poor time management teachers’ need of trainings and seminars | 40% | 75% | 100% |

With the identified improvement areas, root causes were also given attention by asking the stakeholders in order to give enough time to analyse what appropriate interventions will be used.

1. **Root Cause/Analysis**

Measurement

People

Facilities

 Limited time of teacher
 Student lack of focus /
 interest to learn
 Classmates did not help
 No Follow Up reading
 by Parent / Siblings

No more reading
vocabulary test

 Noisy home due to neighborhood /
 technology /
 No Library /
 No silent place conducive for
 reading comprehension

 No Oral, Silent Reading
 Q and A Drills

 No Speech Lab /
 Audio-Video

 No reading materials

Problem
or
Goal

Machines

Methods

Materials

**Illustration1. Fish bone diagram of Low NAT MPS**

In figure 1, it illustrates the Fishbone diagram on root causes of Low NAT MPS wherein different causes categorized into Machines, methods, material, measurement, people and facilities. For the prominent applicable to the learners are People that includes the student himself/herself as the great factor of learning, he/she supposed to be responsible to his learning since he /she is grownups, classmates to help his/her classmates to learn by practicing and parents to do follow-up reading of their children. Followed with the methods in which teachers did not follow-up or evaluate the learning capacity by doing oral/silent reading and Q and A group and individualized.

 The diagram above uses the fishbone analysis showing the root causes of low NAT MPS of the school. The use of traditional teaching strategies, lack of teachers’ trainings, lack of instructional and learning materials, lack of equipment, presence of internet café and extra -curricular activities are some of the factors affecting the low NAT MPS.

  **Figure 2: Why-why Low NAT MPS**

For the past years, the school was struggling to meet the 75% Planning standard. Illustration below shows the root causes of the problem.

Problem Statement: The school has a NAT MPS of 48.77% which is below he Planning Standard.

**Illustration2: Root Cause Analysis using Why-Why Diagram on Low NAT MPS**

Why is NAT MPS very low?

Because teaching-learning process is less attractive

Why is the teaching-learning process less attractive?

Because the teaching strategies are not suited to the students

Why do the teaching strategies not suited to the learners?

Because the teachers use traditional way of teaching

Why do teachers use traditional way of teaching?

Because teachers are reluctant to adapt the new teaching strategies

Why do teachers reluctant to adapt the new teaching strategies?

Because teachers don’t have sufficient knowledge on how to use new teaching strategies

 The diagram above illustrates the root cause/causes of the problem on low NAT MPS. The SPT identified that the main cause of this problem is that teachers have insufficient knowledge on how to use new teaching strategies.

**Illustration 3: Root Cause Analysis using Problem Tree Diagram on Low NAT MPS**

**LOW NAT MPS**

Teaching-learning experience is less attractive

Teaching strategies are not suited to the learners’ preference

Learning materials do not meet curriculum standards

Reluctant to adapt to new teaching strategies

Many intervening activities

Inadequate teaching-learning materials

Provide sufficient, appropriate instructional materials

Insufficient knowledge on how to use new teaching strategies

Teachers don’t know how to manage their time effectively

Recommend teachers to undergo trainings and seminars

Time Management

 The above illustration uses the tree diagram which shows the root causes of the low NAT MPS. Poor time management, insufficient knowledge on how to use the teaching strategies, and the insufficient supply of appropriate instructional materials. And the recommendation is to let the teachers undergo trainings and seminars and strategize the use of time and instructional materials.

**CHAPTER 3**

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**Plan**

In this chapter, present the **List of Solutions** for the identified root causes as wells as the matrix containing root causes and corresponding solution(s).

This section also present the **Project Work Plan and Budget Matrix** for the identified solutions. One project work plan per solution, which contains the following information: problem statement, project objective statement, activities, and output.

And lastly, this chapter contains the Annual Implementation Plan for the three year cycle plan.

1. **List of Solutions**

|  |  |  |  |
| --- | --- | --- | --- |
| **PIA** | **ROOT CAUSES** | **SOLUTIONS/PROJECT NAME** | **MAJOR ACTIVITIES** |
| Low NAT MPS  | Teaching and learning experience is less attractive.Inadequate appropriate learning materialsTeaching strategies are not suited to learners needs | **M-ag-aral at** **P-umasa** **S-a NAT”** **(Oplan M.P.S)** | 1.Profiling of learners.2. Identify specific learning materials to be used.3.Allocate MOOE funds for the procurement4.Provide adequate and appropriate learning materials5. Monitoring of learners’ progress 1.Identify Teachers Training Need 2.Training of teachers/LAC Session3. Monitoring of learners’ progress |
| Low Literacy Rate  | Poor vocabulary developmentInadequacy of appropriate reading materials Lack of follow-up at homeInappropriate strategies used | **“ READ it to ME Gently**  | 1.Profiling of learners.2.Prepare the reading materials to be posted on the wall under the English Banner Project/Program.3.Strengthening the implementation of project DEAR and RELISH4 Monitoring of learners’ progress A.1. Inform teachers regarding the innovation on how to improve pupils reading level and comprehension2.Make a schedule3.Creating storytelling and book-talk sessions among learners. 4. Monitoring of learners’ progressB.1.Call a meeting to PTA, Alumni and LGU and discuss the relevance of the construction of a Learning Center.2.Constructing a Learning Center3. Monitoring of learners’ progress. 1.Identify the different activities 2.Organize activities for learners and parents3. Monitoring of learners’ progress |
| Low Numeracy Rate  | Lack of exposure to real life problem solvingPoor time management, teachers’ need of trainings and seminars ,insufficient instructional materials. | **“Oplan MATHinker”** | 1. Profiling of learners.2.Plan out relevant activities in teaching Mathematics3.Reflect the activities in the LE4.Develop a SMART Lesson Exemplar5. Monitoring of learners’ progress1.Identify instructional materials suited to learners need and interest.2.Innovating or adapting new and interactive strategies in teaching3. Monitoring of learners’ progress1.Conduct Home Visit and Peer Tutoring. 2.Monitoring of learners’ progress |

**A.3.Project Title: “Oplan MATHinker”**

**Problem Statement:**

Based on the Mathemathics Quarterly examination Results, it was found out that the numeracy rate is 42.26% which is below the 100% planning standard.

**Project Objective Statement:**

To increase the numeracy rate from 48.36% to100% in 3 years

**Root Cause:**

Lack of exposure to real life problem solving, Poor time management, distractions due to other activities, teachers’ need of trainings and seminars, insufficient instructional materials.

**Project Work Plan and Budget Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity | Output | Date of Implementation | Person Responsible | Budget | Budget Source |
| 1. Profiling of learners2.Plan out relevant activities in teaching Mathematics3.Reflect the activities in the LE4.Develop a SMART Lesson Exemplar | 100% Numerates  | Oct. 2019-March 2019 | School Head,Parents, Teachers, Learners | 10,000 | MOOE |
| 1.Identify instructional materials suited to learners need and interest.2.Innovating or adapting new and interactive strategies in teaching | Oct. 2019-March 2019 | School Head, Teachers, Learners | 30,000 | MOOE |

**Table 6. Annual Implementation Plan (AIP)**

 Annual Implementation Plan is one of the most important documents attached in the ESIP. It contains specific projects that will be undertaken by the school in a particular year which includes the following: outputs, activities, schedule, required resources, source of fund and individual accountable for the conduct of the projects. It also includes the operational costs that are considered eligible expenditures.

| **SCHOOL IMPROVEMENT PROJECT TITLE** | **PROJECT OBJECTIVE** | **OUTPUT FOR THE YEAR** | **ACTIVITIES** | **PERSON(S) RESPONSIBLE** | **SCHEDULE/ VENUE** | **BUDGET PER ACTIVITY** | **BUDGET SOURCE** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **M-**ag-aral **at** **P-**umasa **S-**a **NAT”** **(Oplan M.P.S)** | To increase School NAT MPS from 44.76% to 75% in 3 years | At least 75% MPS in all subjects in the NAT | Profiling of learners,Provide adequate and appropriate learning materials, Training of teachers/ LAC SessionTeachers’ Time management, Peer TutoringMonitoring of learners’ progress | School Head, Teachers, Parents, Pupils | Oct. 2019-March, 2020 | 100,000 | MOOE |
|  |
| **“READ IT TO ME GENTLY”** | To increase the literacy rate from 35.43% to 100% | 100% of students can read and comprehend reading | Profiling of learners,Strengthening implementation of DEAR and RELISHStorytelling and Book-talk sessionsConstructing educational Learning Centers, Literacy activitiesPeer Tutoring,Monitor learners’ progress | School Head, Teachers, Parents, Pupils | Oct. 2019-March, 2020 | 50,000 | MOOE |
| “**OPLAN MATHinker**” | To increase the numeracy rate from 22.56% to 100% in 3 years | 100% Numeracy Rate | Profiling of learners,Innovating or adapting interactive teaching strategies Home VisitationMonitor learners’ progress | School Head, Teachers, Parents, Pupils | Oct.2019-March, 2020 | 40,000 | MOOE |

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**Monitoring and Evaluation**

**Monitoring Plan**

 To ensure the progress of the implementation of the programs and projects reflected in the School Improvement Plan, there should be an annual monitoring and evaluation of the Programs and Projects (PAPs) by the SPT with the coordination of the teachers.

 Reading abilities of the frustrated readers during the pre-test will be monitored monthly. Outputs for their daily remedial reading, DEAR, RELISH and others are compiled for further study and improvements. Monthly ORV will be strictly implemented to monitor the reading progress.

 Numeracy skills of the pupils will be assessed. Quarterly examination results for Mathematics grades 7 to 10 will be used for the profiling of learners. Output for their remedial teaching, and others are also compiled for further study and improvements.

 The table below shows that Liloan National High School has three PIAs to be solved within three years.

**Table 7. Monitoring and Evaluation Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Name** | **Objectives and Target** | **Schedule** | **Reporting and Feedback Mechanism to Stakeholders** |
| **1.** **M-ag-aral at****P-umasa****S-a NAT”****(Oplan M.P.S)** | **To increase the NAT MPS from 48.77% to 75% in 3 years.** | **June 2019 to March 2020** | **Accomplishment Report****Logbook****Pictures** |
| **2. “READ IT TO ME GENTLY”** | **To increase the literacy rate from 55% to 100% in 3 years.** | **June 2019 to March 2020** | **Accomplishment Report****Logbook****Pictures** |
| **3. “OPLAN MATHinker”** | **To increase the numeracy rate from 48.36% to 100% in 3 years.** | **June 2019 to March 2020** | **Accomplishment Report****Logbook****Pictures** |

**Table 8. Project monitoring Report Form**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Project Name | Objectives & Targets | Date of Monitoring | Accomplishments/Status of Date | Issues/Problems/Challenges | Recommendations/ActionPoints | Signature of SPT and Project Team Leader |
| **“Mag-aral at** **Pumasa** **Sa NAT”** **(Oplan M.P.S)** | To increase NAT MPS from 44.76% to 75% in 2021. | June – January every year |  |  |  |  |
| **“ READ it to ME Gently”** | To improve English literacy from 35.43% to 100% in 2021 | January to March every year |  |  |  |  |
| “Oplan **MATH**inker” | To increase the numeracy rate from 22.56% up to 100% in 3 years  | January 2020-December2022 |  |  |  |  |

**A T T E S T A T I O N**

**WE**, the Members of the School-Community Planning Team of **LILOAN NATIONAL HIGH SCHOOL Extension – DON BOSCO CAMPUS,** Cotcot, Liloan, Cebu, Philippines, hereby attest, affirm and certify that the foregoing School Improvement Plan (SIP) underwent thorough considerations, discussions and deliberation of the Team.

**WE** further attest that all of the priorities, programs and interventions identified, incorporated and planned in the SIP are true, correct, and responsive to the needs of the school based on the evidences gathered and analyzed by the Team.

**IN WITNESS HEREOF**, the members of the School-Community Planning Team (SPT) affixed their signatures below this \_\_\_ day of \_\_\_\_\_\_\_\_\_, 2019, at Liloan National High School, Poblacion, Liloan,, Cebu, Philippines.

 **Stanford,Roble**   **Wilfredo Bayking**

 SSG Representative PTA Representative

 **Lorena T. Yungco**   **Sinley S. Olgasan**

 Community/LGU Representation Faculty Club Representative

**Maria Ethel Monterola**  **Fr. Samson B. De Leon**
T1, Guidance Designate SDB, Vice- Principal

 **Carmelito M. Lauron, Sr.**

 Assistant School Principal II

**HIPOLITO Q. PEGARIDO JR. Dev.EdD**.

School Head/ Presiding Officer

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Republic of the Philippines

City/Municipality of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ x x x

 **SUBSCRIBED AND SWORN** to before Me this \_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in the City/Municipality of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, affiants exhibiting to me proof of their identities, to wit:

 Name Proof of Identity Issued On

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