Performance Management Plan (PMP) Template

Applicant Name: Seneca Preparatory Academy Foundation

Indicator (check one): ___Math __**X**___ Reading **Duration of the Plan:** Begins July 1, 2013 until June 30, 2015

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average)	Percent (%) of students who score proficient on the State standardized assessment	• 2013 Reading AIMS Proficiency: 65% for 3rd graders; 70% for 4th graders. • 2014 Reading AIMS Proficiency: 70% for 5th graders. • 2015 Reading AIMS Proficiency: 67% for 6th graders.	Meet or demonstrate sufficient progress toward the Level of Adequate Academic Performance (LAAP) as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.	• 2013 Average Student Growth Percentile (SGP) in Reading ≥ 41%.	

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review the published literature on the achievement gap in the US and determine that the target community may be affected by it.	Dec 2011.	Dr. Abougou	Information contained in this application in general and specifically in section A.2 Target Population.	No additional cost
2. Perform a needs assessment and identify the specific Burton and Conley's achievement gap deficiencies that affect the target area.	Dec 2011.	Dr. Abougou	Information contained in section A.2 (Target Population) of this application.	No additional cost
3. Review the published literature that supports the use of a Response to Intervention (RTI)-Early Intervention Reading & Math Program as the best way to close the achievement gap in the target area.	Dec 2011.	Dr. Abougou	Information contained in this application in general and specifically section A.2 Target Population.	No additional cost

4. Review various RTI systems and choose the best components for the school RTI-Early Intervention Reading & Math Program that will be used to close the achievement gap in reading.	Dec 2011.	Dr. Abougou	Information contained in this application in general and specifically section A.2 Target Population.	No additional cost
5. Review the published literature and choose SRA Reading Mastery and Core Knowledge Sequence, two high-quality research-based CCSS-aligned reading language arts program, for the general reading LA curriculum.	May 2011.	Dr. Abougou	Information contained in this application in general and specifically in section A.3 Program of Instruction.	No additional cost
6. Review the literature and choose the following RTI supplemental/remedial reading programs: • Tier-1: SRA Reading Signature Edition. • Tier-2: SRA Reading Signature Edition; SRA Early Interventions in Reading (K-3); SRA Corrective Reading (3-6). • Tier-3: SRA Reading Signature Edition; SRA Early Interventions in Reading (K-3); SRA Corrective Reading (3-6).	Dec 2011.	Dr. Abougou	Information contained in this application in general and specifically section A.3 Program of Instruction.	No additional cost
7. Review the literature and choose the following methods to provide math instruction in RTI systems based on their effectiveness in closing the math achievement gap or their overall effectiveness in improving instruction: • Understanding By Design • Direct and differentiated instructions. • Block scheduling. • Cooperative learning.	Dec 2011.	Dr. Abougou	Information contained in this application in general and specifically in section A.3 (Program of Instruction).	No additional cost
8. Use the published information on the assessment and monitoring of student academic progress in RTI systems to design the following Comprehensive Assessment and Monitoring System for Seneca	Dec 2011.	Dr. Abougou.	Information contained in this application in general and specifically in section A.3 (Program of Instruction).	No additional cost.

Preparatory Academy (SPA): • RTI Combined Model Problem-Solving System – Primary Unit: Diagnostic Online Math Assessment (DOMA) curriculum-based (CBM) platform. – Secondary Unit: George Polya 4-Steps Problem-Solving Model. • Balanced Assessment System – Formative Assessments: (1) Ongoing informal curriculum-based formative assessments (CBA) such as classroom observations. (2) Ongoing formal curriculum-based formative assessments (CBA) such as quizzes. (3) Diagnostic Online Math Assessment (DOMA) curriculum-based (CBM) platform. – Benchmark Assessments: (1) Teacher or school-developed assessments such as graded class work. (2) Commercial benchmark assessments such as those developed by Singapore Math. (3) Diagnostic Online Math Assessment (DOMA) curriculum-based (CBM) platform. – Summative Assessments: (1) Teacher or school-developed summative assessments (2) Commercial/outcome assessments such as AIMS, Stanford 10, or AZELLA. • Seneca Preparatory Academy (SPA) Curriculum Mapping and Alignment Plan: – Classroom Learning & Daily Performance				

Management Cycle. – Curriculum Tri-Alignment Methodology: (1) Written curriculum (lesson plans) aligned with state Common Core State Standards (CCSS). (2) Taught curriculum (delivered instruction) aligned with CCSS. (3) Tested curriculum (assessments) aligned with CCSS. – Rubicon Atlas curriculum mapping software.				
9. Review the published literature and choose a Differentiated Professional Development Program for Seneca Preparatory Academy (SPA).	Dec 2011.	Dr. Abougou	Information contained in this application.	No additional cost
10. Hire an Assistant Director of Curriculum & Instruction who has a proven background in effective instruction and student achievement.	July 2013.	Dr. Abougou	The Assistant Director of Curriculum & Instruction has been hired; and his/her experience and references checked.	Personnel costs (if any) are included in the budget.
11. Develop a School Instruction Handbook that provides detailed information on instructional methods, assessments and processes that SPA teaching staffs are required to use to provide a high-quality scientifically-based RTI reading program.	July 2013.	Dr. Abougou; Assistant Director, Curriculum & Instruction.	The completed Instruction Handbook is available to teachers.	No additional cost.
12. Purchase curriculum resources for the implementation of SRA Reading Mastery, SRA Early Interventions in Reading, SRA Corrective Reading and for Core Knowledge language arts.	July 2013	Dr. Abougou	Purchased resources have been purchased and are accessible to teachers.	Cost included in the 3-Yr Operational Budget.
13. Hire Highly Qualified teachers as per NCLB who also share Seneca Preparatory Academy Foundation's core beliefs.	By July 15, 2013.	Dr. Abougou	Teachers have been hired and Highly Qualified (HQ) attestation forms are sufficiently completed with all requirements for HQ.	Personnel costs (if any) are included in budget
14. Form an Instructional Leadership Team	July/August	Dr. Abougou	Team members selected and meet at	No

that will spear-head the implementation of the School RTI-Early Intervention Math Program and the overall effort of closing the achievement at Seneca Preparatory Academy (SPA). This team will be made of the following personnel: • Executive Director; • Assistant Director , Curriculum & Instruction; • Special Education Teacher; • Singapore Math Coordinator; • SRA Reading Mastery/Core Knowledge Coordinator; • Grade K-3 Teacher Representative • Grade 4-6 Teacher Representative.	2013; and every year thereafter.		least once a month. Agendas provided for each meeting and attendance is documented.	additional cost
15. Implement Stage 1 of the Backward Design Instructional Model (from Wiggins & McTighe's, 2005 Understanding By Design) that identifies the desired results of the School RTI math program by choosing the performance objectives to be implemented: • Using the PMP reading targets as references, identify priority and/or performance objectives/concepts and key vocabulary for each strand of the CCSS standards. • Write essential questions for each priority and/or performance objective with demonstrated progression of understanding using Bloom's Taxonomy; the questions are aligned to those seen in reading AIMS or Stanford 10.	• August 2013. Revised every summer. • Starting in August 2013. Process reviewed each year.	• Assistant Director, Curriculum & Instruction; Instructional Leadership Team. • Assistant Director, Curriculum & Instruction; Teachers.	• Document listing priority and /or performance objectives/concepts for the math CCSS has been developed for each grade. • Teachers submit lesson plans with essential questions to Assistant Director, at least one week prior to each unit being taught. There is at least one question for each level of Bloom's Taxonomy for each	• No additional cost. • No additional cost

• Using traditional mapping methods and/or Rubicon Atlas Curriculum Mapping Software, sequence and map the math standards for each grade level highlighting priority objectives/concepts and key vocabulary.	• Starting in August 2013.	• Assistant Director, Curriculum & Instruction; Instructional Leadership Team; Teachers.	priority/performance objective within a given unit. • Curriculum maps for each grade for reading units broken down quarterly have been developed.	• The cost of Atlas software is included in the professional development section, in the 3-Year Operational Budget.
16. Implement Stage 2 of the Backward Design Instructional Model (from Wiggins & McTighe's, 2005 Understanding By Design) that define what forms of assessments will demonstrate that the student acquired the knowledge, understanding, and skills necessary to meet the performance objectives and goals defined in #15: • Develop standards-based performance outcomes for each quarter as acceptable evidence of competency in the desired outcomes and results.	• August 2013. Revised every summer.	• Assistant Director, Curriculum & Instruction; Classroom teachers.	• Completed curriculum maps include a performance outcome(s) for each quarter.	• No additional cost.
• Use Diagnostic Online Reading Assessment (DORA) platform or other assessment tools to create summative unit assessments (aligned to the quarterly math performance outcome) for each grade; these assessments: – Effectively and efficiently support quarterly outcomes; and	• August 2013. Revised each summer	• Assistant Director, Curriculum & Instruction; Teachers	• Summative assessments across content levels contain valid questions to assess mastery of reading performance objectives.	• The cost of DORA software is included in the professional development

– Show progress toward mastering or exceeding performance on the reading AIMS or Stanford 10.				section, in the 3-Year Operational Budget.
17. Implement Stage 3 of the Backward Design Instructional Model (from Wiggins & McTighe's, 2005 Understanding By Design) to plan learning experience and deliver instruction:				
• Align purchased reading LA resources to curriculum maps for each grade level.	• Ongoing from August 2013.	• Assistant Director, Curriculum & Instruction; Teachers.	• Column added to each grade level's curriculum map that matches the available resources for each objective.	• No additional cost
• Write lesson plans containing standards-based objectives that align to the performance outcome(s) for each quarterly outcome.	• Ongoing from August 2013.	• Teachers;	• Lesson plans submitted to the Assistant Director, Curriculum & Instruction at least a week prior to teaching lessons.	• No additional cost.
• Run a school-wide reading screenings with Diagnostic Online Reading Assessment (DORA) platform or other assessment tools to identify students with reading challenges and pool them into RTI Tier 1, 2 and 3 groups.	• At least 3 to 4x/year: August 2013. October 2014. January 2014 March 2014	• Assistant Director, Curriculum & Instruction; Teachers.	• DORA screening outcomes	• No additional cost.
• Use direct and differentiated instructions to provide all students with Tier 1 general reading instruction with SRA Reading Mastery and Core Knowledge language arts curricula. Focus on the following 5 core principles of reading as recommended by the US Department of Education Practice Guide (ADE, 2010; University of Oregon, 2011):	• Ongoing from August, 2013 90 min daily block math instruction. • Ongoing	• Assistant Director, Curriculum & Instruction, Teachers. • Assistant Director,	• Student attendance list. • Student attendance list; Teachers	• No additional cost. • No

– Phonemic awareness; – Phonics; – Vocabulary development; – Reading fluency; – Reading comprehension.	from August 2013. 3x/wk; 20 to 40 minutes in addition to general math instruction.	Curriculum & Instruction; Teachers.	and/or interventionists' logs.	additional cost.
• Apply Tier 2 remedial reading instruction to students who have failed or are at risk of failing Tier 1 general reading instruction. – Use small group instruction with 3 to 5 students – Use the following Tier 2 remedial reading programs: (1) SRA Reading Mastery (K-6) (2) Early Interventions in Reading (K-3) (3) SRA Corrective Reading (3-6)	• Ongoing from August 2013.	• Assistant Director, Curriculum & Instruction; Teachers.	• Student attendance list; Teachers/interventionists' logs.	• No additional cost.
• Apply the following Tier 3 remedial reading instruction to students who fail or are at risk of failing Tier 2 remedial reading instruction – Use 1-on-1 intervention; and/or increase sessions/week; and/or increase duration of session. – Use the following Tier 3 remedial reading programs: (1) SRA Reading Mastery (K-6) (2) Early Interventions in Reading (K-3) (3) SRA Corrective Reading (3-6)	• Ongoing from fall 2013.	• Assistant Director of Curriculum & Instruction, Teachers.	• Student attendance list; Teacher/interventionist logs.	• No additional cost.
• Refer students who fail Tier 3 reading instruction to special education specialist.	• Ongoing from fall 2013.	• Assistant Director, Curriculum &	• Student attendance list; Teacher/interventionist logs.	• No additional

• Implement a quarterly review of the reading curriculum based on student assessment results; adjust reading lesson plans and/or curriculum accordingly.	• Ongoing from fall 2013.	Instruction; Instructional Leadership Team • Assistant Director, Curriculum & Instruction; Instructional Leadership Team	• Completed assessment summary and reading intervention plans will be reviewed by teachers.	cost. • No additional cost

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a School Instruction Handbook that contains a Teacher Evaluation Instrument that includes the expectation that teachers successfully implement the Seneca Preparatory Academy Curriculum Mapping and Alignment Plan to establish a CCSS high-quality scientific and evidence-based math program. The Teacher Evaluation Instrument is aligned to the Arizona Professional Teacher Standards.	August 2013. Revised each year as needed.	Dr. Abougou; Assistant Director, Curriculum & Instruction.	All teaching staffs review the completed Instruction Handbook.	No additional cost
2. Implement the Seneca Preparatory Academy Curriculum Mapping and Alignment Plan by using a Classroom Learning and Daily Performance Management Cycle with an embedded ongoing quality control cycle consisting of teaching, assessing, reflecting, and re-teaching within 72 hour of the assessment (Gau, 2010).	From August 2013, ongoing thereafter.	Assistant Director, Curriculum & Instruction; Teachers.	The quality control cycle is demonstrated in the lesson plans submitted to the Assistant Director, Curriculum & Instruction.	No additional cost.
3. Use traditional curriculum mapping tools or Rubicon Atlas Curriculum Mapping software to implement Seneca Preparatory Academy Curriculum Mapping and Alignment Plan through the application of the Curriculum Tri-Alignment Policy that mandates that: • the written curriculum (lesson plans) be aligned with the math CCSS. • the taught curriculum (delivered instruction) be aligned with the math CCSS; • the tested curriculum (assessments) be aligned with the math CCSS.	From August 2013, ongoing thereafter.	Assistant Director, Curriculum & Instruction; Teachers.	Lesson plans submitted to the Assistant Director, Curriculum & Instruction.	No additional cost.

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop a School Instruction Handbook that clearly defines the role of the Comprehensive Assessment and Monitoring System and its implementation in the RTI-Early Intervention Reading Program. The Comprehensive Assessment and Monitoring System is made of: • The RTI Combined-Problem Solving System; • The Balance Assessment System; and • Seneca Preparatory Academy Curriculum Mapping and Alignment Plan.	July 2013	Dr. Abougou; Assistant Director, Curriculum & Instruction.	The Instruction Handbook is completed and reviewed by all teaching staffs.	No additional cost
2. Use the Diagnostic Online Reading Assessment (DORA) platform, the Primary Unit of the RTI Combined-Problem Solving System, to run school-wide screenings and benchmarks, identify and pool students with reading deficiencies into RTI Tier 1, 2 and 3 groups.	At least 4x/yr. August 2013. October 2013. January 2014. March 2014.	Assistant Director, Curriculum & Instruction; Teachers.	DORA screening output and reports.	No additional cost.
3. Run the George Polya 4-Steps Problem-Solving Model (the Secondary Unit of the RTI Combined-Problem Solving System) only in Tier 3 situations, after failure of the Primary Unit.	As needed from August 2013.	Assistant Director, Curriculum & Instruction; Teachers.	Teachers' reports on the use of the George Polya Problem Solving Model.	No additional cost.
4. Use the following elements of the Balanced Assessment System to continuously assess students' reading skills and monitor their academic progress. • Formative Assessments: – Ongoing informal curriculum-based	Ongoing from August 2013. • Daily and weekly progress monitoring	Assistant Director, Curriculum & Instruction; Teachers.	Math assessment results.	No additional cost.

formative assessments (CBA) such as classroom observations. – Ongoing formal curriculum-based formative assessments (CBA) such as quizzes. – Diagnostic Online Reading Assessment (DORA) curriculum-based (CBM) platform. • Benchmark Assessments: – Teacher or school-developed benchmark assessments such as graded class work. – Commercial benchmark assessments such as those developed by Singapore Math. – Diagnostic Online Reading Assessment (DORA) curriculum-based (CBM) platform. • Summative Assessments: – Teacher or school-developed summative assessments. – Commercial/outcome assessments such as AIMS, Stanford 10, or AZELLA.	with formative assessments. • Quarterly monitoring with benchmark assessments. • Periodically monitoring with summative assessments.			
5. Use traditional curriculum mapping tools and/or Rubicon Atlas Curriculum Mapping software to implement Seneca Preparatory Academy Curriculum Mapping and Alignment Plan that requires the written curriculum (lesson plans), the taught curriculum (delivered instruction) and the tested curriculum (assessments) to be aligned with each other and with the reading CCSS.	Daily/Weekly/Periodical monitoring with Atlas or traditional curriculum mapping tools.	Assistant Director, Curriculum & Instruction; Teachers.	Atlas or traditional curriculum mapping tool output.	No additional cost.
6. Adjust the RTI reading interventions, and student placements in RTI tiers, according to the results of the continuous	Ongoing from August 2013.	Assistant Director, Curriculum & Instruction;	Assessment and progress monitoring reports.	No additional cost.

reading assessments and progress monitoring.		Teachers.		
7. Teachers routinely use the outcomes of student assessments and academic progress monitoring to make special education-related decisions.	Ongoing from August 2013.	Assistant Director, Curriculum & Instruction; Special education teacher; Classroom teachers.	Special education teacher documentation showing teacher recommendations and student participation in special education programs	No additional cost.
8. Implement a formal quarterly review of RTI reading screening, Tier 2 and 3 reading progress monitoring, and benchmark assessment to ensure alignment with CCSS.	Ongoing from fall 2013.	Assistant Director of Curriculum & Instruction, Instructional Leadership Team	Completed assessment summary and intervention plan provided by each teacher.	No additional cost
9. Run 1 or 2 comparisons per year between the school-wide RTI reading screenings with DORA platform and the reading AIMS results to ensure concordance between the two testing systems and alignment with CCSS; if necessary, adjust instruction, curriculum or assessment accordingly.	After AIMS or Stanford 10 tests	Assistant Director of Curriculum & Instruction; Instructional Leadership Team.	Report on the comparison of DORA reading screenings vs. reading AIMS scores.	No additional cost.

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Characteristics of Differentiated Professional Development Program. Develop the School Differentiated Professional Development Program based on the 2001 National Staff Development Council's standards for staff development (NSD C, 2001). This program is defined and/or organized as following: • Designed as a learning community developed to improve and sustain the continuous learning of all students and teachers. • Uses disaggregated student data to determine teacher learning priorities, monitor progress, and help sustain continuous improvement. • Prepares teachers to apply research and/or data-driven processes to decision making. • Supports school-based and job-embedded professional development opportunities. • Supports the educational needs of all staff by providing differentiated training opportunities. • Provides educators with the knowledge and skills to collaborate with each other, and to involve families and other stakeholders appropriately. • Helps deepen educators' content knowledge, provides them with research-	Evolving since May 2010.	Executive Director; Assistant Director, Curriculum & Instruction; Instructional Learning Team.	The Differentiated Professional Development Program is developed and included in the school Instruction Handbook.	No additional cost.

based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. • Includes an annual opportunity for a needs assessment survey to be given to all staff. • Requires an annual evaluation of the plan based on student achievement and staff needs.				
2. Executive Director's Professional Development Activities Associated with the Pre-Implementation of the RTI-Early Intervention Reading Program. • The Executive Director designs and implements a self-learning program that provides him with the expert-level knowledge and skills required to formulate and develop a RTI-Early Intervention Reading Program. • The Executive Director attends the 2010 Charter School Starter Program and several other workshops organized by the Arizona Charter Schools Association. • The Executive Director attends the 2010-2011 Arizona Department of Education's School Improvement and Intervention Quarterly Training. • The Executive Director continues to self-educate on charter school leadership, administration and management.	Ongoing since May 2010.	Executive Director.	Evidence provided with the writing of this application.	No additional cost
3. Professional Development Activities Associated with the Early-Stage Implementation of the RTI-Early Intervention Reading Program: Pre-	Jul 29- Aug 2, 2013	Executive Director; Assistant Director, Curriculum & Instruction.	Activities recorded in staff professional education portfolios; and professional education attendance lists.	Total pre-service stipend paid to teachers: $12,055.

Service Training. • All staffs have individual professional development portfolios where their personal and professional development goals and activities are documented. • All teachers and para-professionals attend the pre-service training program on the following topics: – Seneca Preparatory Academy's History, Mission, Philosophy and Goals. – RTI Early-Intervention Reading Program. – Common Core State Standards. – Comprehensive Assessment and Monitoring System. – RTI Instructional Methods (Understanding by Design; direct and differentiated instructions; and block scheduling). – Reading Mastery and Core Knowledge for general reading LA curriculum. – RTI remedial reading curriculum. – RTI Awareness Program.				Reported in 3-Yr Operational Budget. Consultant fees for pre-service training: $14,750. Reported in 3-Yr Operational Budget.
4. Professional Development Activities Associated with the Early-Stage Implementation of the RTI-Early Intervention Reading Program: Hands-On Training. • Provide teachers with a 6-month hands-on training period to develop and improve their skills in the following areas: – DORA platform and data analysis. – SRA Reading Mastery. – Instruction alignment to CCSS. – Differentiated instruction	Aug 2013 – Jan 2014.	Assistant Director of Curriculum & Instruction.	Walkthroughs by Assistant Director, Curriculum & Instruction; and by Executive Director. Training information logged in teachers' professional development portfolios;	Consultant fees for Hands-On Training Program: $12,000. Reported in 3-Yr Operational Budget as part of "Consultants: Instruction/Tech".

– Lesson plan design with Understanding by Design. – Comprehensive Assessment and Monitoring System. • Organize follow-up training, and classroom coaching in the following topics: – SRA Reading Mastery. – Core Knowledge Sequence – RTI instructional methods and data analysis. – Lesson plan design with Understanding by Design. • In-service and professional development programs are held every Wednesday afternoon through the school professional learning community.				
5. Professional Development Activities Associated with the Full Implementation of the RTI-Early Intervention Reading Program in Year-1 • Teachers and para-professionals attend training (mainly online) on: – Rubicon Atlas Curriculum Mapping Software. – Instruction for English Language Learners. – Use of technology in instruction. – Cooperative learning. • Teachers continue to attend in-service and professional development programs organized every Wednesday afternoon.	Feb – May 2014	Assistant Director of Curriculum & Instruction.	Training information logged in teachers' professional development portfolios;	Consultant fee for Full Implementation Program: $11,000. Reported in 3-Yr Operational Budget as part of "Consultants: Instruction/Tech".
6. Professional Development Activities Associated with the Full Implementation of the RTI-Early Intervention Reading Program in Year-2. • Provide pre-service training for all	Jul 2014-May 2015 End July –	Assistant Director, Curriculum & Instruction; Executive Director.	Attendance lists; Training information logged in teachers' professional development portfolios.	Consultants: Instruction Cost: $15,000 . Reported in 3-Yr Operational

teachers; and hands-on experience practical training for new teachers on the following: – Seneca Preparatory Academy's History, Mission, Philosophy and Goals. – RTI Early-Intervention Reading Program. – Common Core State Standards. – Comprehensive Assessment and Monitoring System. – RTI Instructional Methods (Understanding by Design; direct and differentiated instructions; and block scheduling). – Reading Mastery and Core Knowledge for RTI reading language arts general curriculum. – Early Interventions in Reading and Corrective Reading for RTI remedial reading intervention curriculum. – RTI Awareness Program. • In July and January, administer need assessment surveys to all school faculty to determine their educational needs; use the assessment results to design professional development programs and Wednesday in-service sessions. • Develop an internal training team that will conduct most of the training in Year-3. • Teachers continue to attend in-service and professional development programs organized every Wednesday afternoon.	Early August 2013.			Budget in Year 2.

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