Carver Middle School

2015-16 School Improvement Plan

Carver Middle School

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	Yes	76%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Carver Middle School's vision is to provide a safe, supportive learning community to empower students to become the best socially, emotionally, and intellectually. Every student will have opportunities that inspire and challenge them to be responsible and scholarly focused.

Provide the school's vision statement

Carver Middle School envisions a partnership with school, home, and communities to maximize student potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Carver Middle School's faculty and staff learn about student cultures and builds relationships between teachers and students by offering evening events such as the Carver Expo and Title 1 parent night. During these events parents and community members are able to meet the teachers and staff and receive information on special programs and events at Carver Middle School. Parents are encouraged to request parent conferences where a parent, guidance counselor, and all relevant teachers conference together to discuss individual needs of the student.

Describe how the school creates an environment where students feel safe and respected before, during and after school

CMS has a Positive Behavior System (PBS) in which the students are active participants.The PBS program allows students to have voice and choice in school based decisions.Incoming 6th grade students are invited to CMS to find out about policies and resources that are available to them when the enter middle school. They are introduced to the principal, assistant principals, School Resource Deputy (SRD), guidance counselors, academic coaches and teachers during the school meeting.Students participate in gender specific class meetings in order to provide students with information about the school board Code of Conduct polices, safety, and bullying, This takes place withing a two to three day window. Moreover, homeroom teachers are required to cover the Student Code of Conduct with all students at CMS. These processes ensure that student understand what the expectations are at Carver Middle School.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Carver Middle School uses a Behavior Tracking System (BTS) to minimize distractions and to keep students engaged during instructional time. The BTS form is also used in the Response to Intervention process. Teachers are trained how to use the BTS in order to implement the system with fidelity.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

An important function of Carver Middle School's psychologist, Potential Specialist, counselors, and social worker is providing support to teachers and other school professionals as they work with difficult students. Carver Middle School's services often include in-services, consultation, and information to assist teachers in creating classroom environments that promote positive behaviors and to allow them to identify students that have existing problems or help detect problems early, before their problems interfere with functioning in the classroom. The staff at CMS provides support for basic classroom management and interventions to help teachers handle and support students who struggle to meet the social-emotional and behavioral expectations of school. As such, programs and services improve conditions in the classroom as students' needs are met and teachers' stress and feelings of helplessness are reduced at Carver Middle School.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Carver Middle School accesses Early Warning Systems (EWS) through Decision Education or DecisionEd. The targeted indicators for Carver Middle School are, attendance, academic performance, discipline, homelessness, and ELL population data. Early Warning Systems data is shared monthly during Executive Cabinet meetings. The data is then shared in PLC's or faculty meetings.
The population of ELL student population has decreased by 15% from the 2014-2015 school year. (41 students to 35 students)
Based on 2015 projected achievement levels:
Fifty-eight percent (58%) of the students scored levels 1or 2 on the FSA in Reading.
(Data will be added when available ___ %) of the students scored levels 1 or 2 on the FSA in Mathematics.
Sixteen percent (16%) of the students scored levels 1 or 2 on the FSA in Algebra.
Carver Middle School had 63 students that accounted for 20 or more absences throughout the 2014-2015 school year.
Carver Middle School had 122 students with a GPA below a 2.0 and/or failed 1 or more academic classes to qualify them for summer school or retention in the 2014-2015 school year.
Carver Middle School had 36 students with 7 or more referrals in the 2014-2015 school year.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	21	30	25	76
One or more suspensions	30	49	39	118
Course failure in ELA or Math	9	17	9	35
Level 1 on statewide assessment	0	0	0	
GPA below a 2.0	7	32	60	99

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	25	24	59

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Carver Middle receives Title I funding and Supplemental Academic Instruction (SAI) funding. CMS provides before and after school tutoring and grade recovery with these funds. Carver Middle School uses the Multi-tiered System of Support Multi-Tiered Framework (MTSS)-This system is depicted as a three-tiered framework that uses increasingly more intense instruction and interventions matched to the needs of individual students. Through MTSS CMS initiates the problem solving process making instructional adjustments needed for continual improvement. In order to track this information data is stored in the RtI processed folders. Students with a GPA below a 2.0 will be given monthly reports on their grades and will meet with the Potential Specialist and the Acceleration Resource Teacher to review their grades and academic progress.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/203820.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Carver Middle School engages and sustains partnerships with the local community by keeping the community informed through the usage of the Lake County School District's website, Carver Middle School's website, Peachjar, and individual teacher communication methods.
The following are Carver Middle School Business partners:
Hungry Howies Pizza
Morrison United Methodist Church
Chik fil-a
Oakwood Smokehouse and Grill
The Fruitland Park Lions Club
Mollie Cunningham, is an active member to the Leesburg Chamber of Commerce. The School Advisory Council is held once a month in order to allow parents, teachers, business partners, students, and other stakeholders to support, advise and give feedback towards academic and extra curricular activities at Carver Middle School.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Mollie, Cunningham	Principal
Dickson, Donald	Assistant Principal
Jablonski, Heather	Other
Russell-Miller, Freda	Instructional Coach
Ferguson, Melonee	Other
Parlato, Ashley	Other
Sapp, Shannon	Administrative Support
Williams, Robert	Guidance Counselor
Rutledge, Treshonda	Instructional Coach
Kelley-Truitt, Kinetrai	Assistant Principal
Milchman, Stuart	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Mollie Cunningham- Principal- defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community.
Donald Dickson- Assistant Principal- & Kinetrai Kelley-Truitt-Assistant Principals: The assistant principals serve as a members of the administrative team to develop and implement the total school program.
Heather Jablonsik- Rti/ESOL/MTSS Coach- sets up meetings, supports teachers through the RTI/ MTSS and ESOL processes.
Ashley Parlato- ESE Specialist-manages the exceptional student population and support ESE teachers by assisting in the development of Individual Educational Plans.
Freda Russell-Miller- School based Literacy Coach- provides teacher support, and manages data as it relates to student progression.
Treshonda Rutledge-School based Mathematics Coach- provides teacher support and manages data as it relates to student progression.
Stuart Milchman -Accelerated Resource Teacher-Assists in instructional support. Helps teachers determine strategies for differentiated instruction and manages data as it relates to student progression.
Melonee Ferguson- Florida Standards Teacher- provides teacher support, and manages data as it relates to student progression.
Shannon Sapp-Potential Specialist-manages 7th grade discipline, provide teacher support and manages data as it relates to student progression.
Robert Williams -Guidance Counselor- provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students.
Barbara Augustine-Guidance Counselor- provide a comprehensive competency-based counseling program focused on the learning, personal/social and career/vocational needs of all students.
Valentina K. Jolta-(School Psychologist)- School based support facilitator for student interventions and student services.

Laura Davis-School Social Worker- School based support facilitator for home/school connection.
Joycelyn Rosa- Home/ school support liaison and ELL language translator.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership provides support on two levels. The first level includes leadership meeting which involves lead teachers and the executive leadership members. These meetings are about curriculum changes, classroom discipline, safety issues, and campus concerns. The executive leadership meetings are held once a week. These meetings pertain to curriculum issues, professional development, discipline issues, instructional trends, support concerns, individual student issues, budget issues, safety concerns, event planning and other issues as they relate to Carver's initiatives.
Mollie Cunningham, Principal provides a common vision for data based decisions, monitors the planning and implementation of goals, ensures that available resources and supports are provided.
The members are as follows:
Kinetrai Kelley-Truitt – Assistant Principal
Donald Dickson – Assistant Principal
Shannon Sapp – Potential Specialist
Robert Williams – Guidance Counselor
Barbara Augustine- Guidance Counselor
Heather Jablonski- Rti/ESOL Coach
Ashley Parlato– ESE School Specialist
Freda Russell-Miller – Literacy Coach
Treshonda Rutledge-Mathematics Coach
Stuart Milchman- Accelerated Resource Teacher
Valentina K. Jolta-(School Psychologist)- School based support facilitator for student interventions
Laura Davis-School Social Worker
Joycelyn Rosa-Family School Liaison , and ELL language translator
Donald Dickson and Kinetrai Kelley-Truitt- Assistant Principals: Assist the principal in ensuring that the school-based team is implementing RtI, conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation. Provides on-going progress monitoring of quarterly reports. Conduct teacher evaluations, provide instructional support and any management issues at Carver Middle School.
General /Core Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with members of their departments to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities for their departments. Conduct Professional Learning Committees (PLC's) and collaboratively plan for student instruction.
Ashley Parlato-Exceptional Student Education Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE inclusion teachers. Schedule Individual Educational Plan (IEP) meetings and collaborate with parents and teachers on best instructional practices for targeted ESE students.
Freda Russell-Miller, Treshonda Rutledge, Stuart Milchman, and Melonee Ferguson-Instructional Leaders-Provide guidance on K-12 core plans, facilitate and support data collection, assist in data analysis, provide professional development and assistance to teachers regarding research based reading strategies, support implementation of Tier 1, 2 and 3 intervention plans, and provide lesson plan strategies for teachers.
Shannon Sapp-Potential Specialist-To insure effective communication between the home, school, teacher and administrator to work on the academic improvement of identified at-risk students.

Robert Williams and Barbara Augustine- Guidance Counselors: Provide services to support the academic, emotional, behavioral, and social success to the students. Participate in collection, interpretation and analysis of data and facilitates in the development of intervention plans and communicating with parents regarding school-based RtI plans. Provide quarterly RtI reports.

The team assists in setting clear expectations, defining areas of need, and facilitating in the development of a systemic approach to teaching. During the school year, the team will meet on a regular basis to review relevant data and link to instructional decisions, identify students who are at risk for not meeting benchmarks, identify professional development and resources for teachers, and evaluate implementation. The guidance counselors will provide quarterly reports to administration and hold monthly guidance meetings with administration.

The team sets clear expectations, defined areas of need, and facilitated in the development of a systemic approach to teaching. During the school year, the team will meet on a regular basis to make instructional decisions based on thier review of relevant data, identify students who are at risk for not meeting benchmarks, identify professional development and resources for teachers, and monitors the implementation. The guidance counselors will provide quarterly reports to administration and hold monthly guidance meetings.

Professional development will be provided during teachers' common planning time. The RtI team will also evaluate staff PD needs and provide on-going support and training as needed. District staff will provide on-going support as needed.

To provide appropriate staff development to ensure that teachers are implementing Marzano strategies and supporting Content Area Reading. Provide before and after school Learning Center.

Federal, state, and local funds, services, and programs will be coordinated and integrated in Carver Middle School by the following methods:

Title I funds the following instructional staff members:

1-Instructional Math Coach

1 RtI/MTSS coach

1 paraprofessional

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Micheka Thomas	Education Support Employee
Emily Givings	Business/Community
Ashley Ford	Parent
Nanci Swarts	Parent
Carla Hollowell	Parent
Angela Nalenzy	Parent
Lester Cougill	Parent
Dawn Cougill	Parent
Shandra Ramcharit	Parent
Denise Burry	Parent
Melodi Henderson	Parent
Tanya Haugabrook	Teacher
Stuart Milchman	Teacher
Christine Kiser	Teacher
Kenneth McRoy	Teacher
Joycelyn Rosa	Education Support Employee
Debra Quick	Education Support Employee
Benjamin Eddings	Education Support Employee
Pebbles Carson	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council assists the principal in preparation, evaluation and monitoring of the SIP, decides jointly with school faculty how A+ recognition funds are spent when available, assists the principal with the school budget, and performs functions as prescribed by school board with the goal of increasing student achievement for all students in a safe learning environment.

Development of this school improvement plan

The development of the school improvement plan was processed through the following steps.
1. The initial notification of the plan was given to the principal, Mollie Cunningham.
2. Mrs. Cunningham met with the Executive Leadership Team to discuss the intent of the SIP.
3. Parts A-E were given to committee members to collect data pertaining to the SIP.
a. Committee members meet to determine the content of each particular section.
4. The data was collected, reviewed, and edited by the assistant principal, Donald Dickson
5. The information was then typed into the SIP.
a. The Programs and Accountability reviews the SIP for corrections
b. Corrections are made and resubmitted to the District.
6. The data was submitted to the Florida CIMS.org online site.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget and plan is conducted by SAC and the principal. The principal presents the budget to the School's Advisory Counsel, then the budget is presented to the Executive Leadership Team. Portions of the budget is presented to committees as needed.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funding is not available.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Mollie, Cunningham	Principal
Dickson, Donald	Assistant Principal
Russell-Miller, Freda	Instructional Coach
Rutledge, Treshonda	Instructional Coach
Ferguson, Melonee	Other
Sapp, Shannon	Guidance Counselor
Milchman, Stuart	Instructional Coach
Kelley-Truitt, Kinetrai	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be to see the effect of literacy learning in the classroom and develop an action plan to address the information gained after reviewing the data. The initial data will be baseline data from the Florida Assessment in Reading-Florida Standards FAIR-FS and subsequent information will be gained from teacher observation and other FAIR administrations. The LLT will dedicate significant time to the evaluation of implementation of Literacy strategies in each classroom. Staff development focused on providing teachers with the training and support needed to implement these Literacy strategies will be conducted with the intent to increase the use of strategies that support increasing the amount of content-based reading, writing, and discussion in all content areas. LLT will identify model classrooms for the Literacy strategies and provide all teachers the opportunity to observe the Literacy strategies being used effectively by their colleagues

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers at CMS are collegial and work collaboratively on improvement activities for student achievement. CMS teachers and administrators work together, to encourage a level of commitment,

energy, and motivation towards student learning.

Carver Middle School professional collaboration exhibit relationships and behaviors that support quality work and effective instruction, including the following:

• More complex problem-solving and sharing effective lesson plans.

• Plan lessons that are aligned to the Florida Standards along with discussing ways in which collaboration can provide interventions to support struggling students.

• Stronger professional networks to share information.

• Greater risk-taking and experimentation (because colleagues offer support and feedback)

• A richer technical language shared by educators at CMS, that can transmit professional knowledge quickly

• More continuous and comprehensive attempts to improve the school

Teachers at Carver Middle School are given time to collaborate by forming writing teams. The Title I budget is used in order to provide substitutes in order for teachers to effectively complete the following:

• What needs improvement; reasons for wanting improvement; mission, vision, costs and benefits of improving and not improving specific content

• Specific goals to improve outcomes of instructional delivery

• Expectations for participants and faculty/support structure

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Carver Middle School engages in the following initiatives to recruit, develop and retain highly qualified, certified-in-field effective teachers:

• Instructional coaches and trained teachers provide a New Beginnings day during pre-planning.

• Partner new teachers with peer teachers.

• Reviewing applications from SearchSoft HR program and from Teachers-Teachers.com

• Providing on-going mentoring during planning time, department meetings and weekly Professional Learning Communities (PLC) and research-based professional development workshops.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The new teachers are assigned a mentor. They meet bi-weekly through PLC's to discuss evidence-based strategies from Marzano's Framework for Teaching. Time is also given for feedback, coaching and planning. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. In addition, they lesson plan together weekly. As a Title I School, the instructional coaches also serve as mentors to model and assist with lesson planning, classroom walkthroughs with immediate feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Carver Middle School ensures its core instructional programs and materials are aligned to the Florida Standards by the following techniques:

1. CMS provided research based on site and off-site, professional development opportunities for all teachers in core and elective areas.

2. CMS trains teachers on current researched based materials and technology programs. Programs such as Eduphoria, Achieve 3000, and FAIR-FS, are some of the instructional staff tools offered to

teachers.
3. Any new initiatives offered by the Lake County School's Curriculum Department, Teaching and Learning, and the Academic Services Unit are afforded to all teachers.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers meet in Professional Learning Committees to disaggregate data. The teachers then us the Plan, Do, Check, Act Model:
1.Plan. Recognize an opportunity and plan a change. (Lesson Studies)
Planning includes the following steps:
a. Preparing the classroom environment for collaboration and small-group instruction
b. Assessing students' strengths and needs to align curriculum with needs
c. Creating teaching tools for managing resources such as time, pacing, and work
d. Developing a rotation chart that identifies group memberships and expectations.
2.Do. Test the change. Carry out a small-scale study.
3.Check. Review the test, analyze the results and identify what you've learned.
4.Act. Take action based on what they have learned the study step: If the change did not work, go through the cycle again with a different plan. If they are successful, they will incorporate what they have learned from the test into wider changes. Then the teachers will use what they have learned to plan new improvements, beginning the cycle again.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 78,660

The Carver Middle School before and after school program provides an opportunity to merge school reform strategies with community resources. The CMS program involves collaboration among parents, students, and teachers. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of CMS to encourage students to strive for excellence and provide safe and educationally enriching alternatives for youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.
Program Elements
The CMS before and after school program will be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, will be provided. The before and after school programs will consist of the elements below:
• An educational and literacy element that will provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
• The educational enrichment element will offer an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.
Operational Requirements
All staff members who directly supervise pupils must meet the minimum qualifications, hiring requirements, and procedures to teach in the before and after school program. School site principals approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 10 to 1.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Mollie, Cunningham, cunninghamm@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Each core area teachers will provide a pre and post assessment for progress monitoring during the before and after school program. In addition to pre and post assessments teachers will give assessments pertaining to the core areas served.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Carver Middle School conduct several activities to ensure a smooth transition to high school and middle school:
1. Transition to Leesburg High School Informational meeting arranged by Kinetrai Kelley Truitt, Assistant Principal.
2. Carver's Transition Night held for parents and students who will experience middle school for the first time.
3. Grade and gender specific class meetings (Held during the school day).

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Carver Middle School offers Civics and CTE courses to help students become aware of the relationships that exist between education and career planning, work and learning. Students are also provided with a greater awareness and knowledge of the benefits of educational achievement and will develop career plans in Florida CHOICES Planner. Students are introduced to educational alternatives and course options as they prepare for the transition to high school.
Students will use a variety of resources to create an academic and career plan that reflects their post-secondary goals. With the help of Carver's guidance counselors, students will learn what is expected of them in high school and how their career interests will guide them in selecting required courses and electives. They will learn of all the different options in high school such as dual enrollment, academies, career pathways, industry certifications, and advanced placement courses.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Teachers develop lesson plans that are aligned at each grade level and subject area by the creation and use of a Florida Standards. At each grade level and in that subject area individual teachers have the latitude to develop their own instructional strategies to deliver instruction within the confines of the local, state and national standards. All applied course instructors support the Focus Calendar skills by participating in school-wide initiates such as Wow Words, Word Walls, Column Notes and Writing activities which are documented in their lesson plans.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Carver Middle School affords the students in the following CTE courses:
1. Robotics
2. Culinary Arts
3. Keyboarding
4. Beginning Computers
Carver's integrated CTE curriculum provides all students with college and career options that are crucial in today's modern society.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Carver Middle School uses PSAT to measure skills students need to be on track for success as they transition to high school. It provides insight into students' academic progress and also equips educators with tools they can use to make informed decisions in the classroom.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Carver Middle School will improve student academic achievement in the core areas of Math, Science, Social Science, and English Language Arts.

G2.   Carver Middle School will continuously provide a safe learning environment by decreasing the number of student discipline issues related to student behavior.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Carver Middle School will improve student academic achievement in the core areas of Math, Science, Social Science, and English Language Arts. 1a

G071246

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	
FSA Mathematics - Achievement	
FSA English Language Arts - Achievement	
FCAT 2.0 Science Proficiency	
Civics EOC Pass	

Resources Available to Support the Goal 2

- District professional development
- Instructional coaches
- School based technology labs/facilities

Targeted Barriers to Achieving the Goal 3

- Computer Based Testing: Students do not have equation editor or basic typing skills necessary for computer based testing.
- Writing Across the Curriculum: Writing proficiency in all core areas is below average.
- Standards Based Instruction: Student access to rigorous, standards based instruction is limited.

Plan to Monitor Progress Toward G1. 8

FSA and District reports.

Person Responsible
Freda Russell-Miller

Schedule
Monthly, from 8/1/2015 to 6/30/2016

Evidence of Completion
Printed data reports

Plan to Monitor Progress Toward G1. 8

Student Unit Tests data will be progress monitored.

Person Responsible
Treshonda Rutledge

Schedule
On 5/31/2016

Evidence of Completion
Eduphoria! Aware data

G2. Carver Middle School will continuously provide a safe learning environment by decreasing the number of student discipline issues related to student behavior. 1a

G071247

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- Behavior Tracking System Forms

- Bullying incident reports populated from administration

- Implementation of Bullying curriculum provided by Lake County Schools

Targeted Barriers to Achieving the Goal 3

- Unreported incidents of bullying.

- Lack of consistency in expectations from class to class.

Plan to Monitor Progress Toward G2. 8

Quarterly comparison of bullying incidences.

Person Responsible

Heather Jablonski

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Quarterly report from Decision Ed of bullying incidences with graphs to monitor progress.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal	**B =** Barrier	**S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Carver Middle School will improve student academic achievement in the core areas of Math, Science, Social Science, and English Language Arts. `1`

🔑 G071246

G1.B1 Computer Based Testing: Students do not have equation editor or basic typing skills necessary for computer based testing. `2`

🔑 B185854

G1.B1.S1 Equation Editor and Basic Typing Skills student workshops. `4`

🔑 S197269

Strategy Rationale

CMS teachers will expose students to equation editor tools and basic typing instruction.

Action Step 1 `5`

Develop the curriculum for Equation Editor and Basic Typing Skills workshops.

Person Responsible

Treshonda Rutledge

Schedule

Daily, from 11/1/2015 to 11/21/2015

Evidence of Completion

The electronic version of the curriculum documents.

Action Step 2 `5`

Create a workshop calendar and cycle students through their math classes.

Person Responsible

Treshonda Rutledge

Schedule

Weekly, from 12/1/2015 to 3/31/2016

Evidence of Completion

Teacher Logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The calendar will be monitored to ensure teachers are adhering to the schedule and conducting the workshops with their students.

Person Responsible

Treshonda Rutledge

Schedule

On 3/31/2016

Evidence of Completion

Teacher Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Instructional Coaches will conduct walk-throughs of teacher facilitated workshops.

Person Responsible

Stuart Milchman

Schedule

On 3/31/2016

Evidence of Completion

Instructional coaches will record logs of walk-throughs.

G1.B3 Writing Across the Curriculum: Writing proficiency in all core areas is below average. 2

B185856

G1.B3.S1 Professional Development: Writing Across the Curriculum 4

S197270

Strategy Rationale

To ensure teachers understand how to infuse writing in all subject areas.

Action Step 1 5

Professional Development Sessions(Instructional Coaches)

Person Responsible

Freda Russell-Miller

Schedule

Every 2 Months, from 10/1/2015 to 3/31/2016

Evidence of Completion

PowerPoints, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Sign-in Sheet, and Classroom visitations

Person Responsible

Freda Russell-Miller

Schedule

Weekly, from 8/1/2015 to 5/31/2016

Evidence of Completion

Classroom visitation logs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Teacher feedback, lesson plans, classroom visitations

Person Responsible

Freda Russell-Miller

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans, visitation logs.

G1.B4 Standards Based Instruction: Student access to rigorous, standards based instruction is limited. `2`

B185857

G1.B4.S1 Professional Development/ Professional Learning Communities `4`

S197271

Strategy Rationale

Teachers need professional development on rigor and standards based instruction.

Action Step 1 `5`

Instructional Coaches will develop and facilitate professional development, common planning, and PLCs addressing rigor, cognitive demand of instructional tasks, standards based instruction, and progress monitoring with all teachers.

Person Responsible

Melonee Ferguson

Schedule

Weekly, from 11/1/2015 to 5/31/2016

Evidence of Completion

Teacher Sign In Sheets, Student Artifacts/Portfolios, Lesson Plans, Common Plan Documentation, and Teacher/Classroom Observations.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Instructional coaches will participate in monthly PLCs.

Person Responsible

Melonee Ferguson

Schedule

Monthly, from 11/1/2015 to 5/31/2016

Evidence of Completion

Sign In Sheets, Student Data, Lesson Plans, Common Plan Documentation, Instructional Observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student data will progress monitored.

Person Responsible

Treshonda Rutledge

Schedule

Monthly, from 11/1/2015 to 5/31/2016

Evidence of Completion

Eduphoria! Aware Data

G2. Carver Middle School will continuously provide a safe learning environment by decreasing the number of student discipline issues related to student behavior. [1]

🔑 G071247

G2.B1 Unreported incidents of bullying. [2]

🔑 B185858

G2.B1.S1 School-wide Bullying prevention program. [4]

🔑 S197272

Strategy Rationale

This program will help students understand how bullying affects students. It will also help students feel safe if they need to report incidents.

Action Step 1 [5]

Bullying Prevention Program

Person Responsible

Heather Jablonski

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

All students will participate in activities for bullying prevention.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

All Bullying lessons, activities, and projects will be implemented throughout the school year.

Person Responsible

Heather Jablonski

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Emails of Bully-Proofing Our School lesson plans will be archived as well as the lessons placed on the U-Drive.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

All incidents of bullying will be tracked using Decision Ed and Skyward

Person Responsible

Heather Jablonski

Schedule

Monthly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Monthly Decision Ed reports focusing on bullying incidences will be printed and saved on the U-drive.

G2.B2 Lack of consistency in expectations from class to class. `2`

🔍 B185859

G2.B2.S1 Provide instructional staff with professional development on Standard Operating Procedures (SOPs) and Codes of Cooperation (COC). `4`

🔍 S197273

Strategy Rationale

Teachers will be equipped to create positive, safe classroom environments.

Action Step 1 `5`

Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.

Person Responsible

Donald Dickson

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Sign-In sheets, PD curriculum, classroom walk-throughs, discipline records

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Develop the curriculum for Equation Editor and Basic Typing Skills workshops.	Rutledge, Treshonda	11/1/2015	The electronic version of the curriculum documents.	11/21/2015 daily
G1.B3.S1.A1	Professional Development Sessions(Instructional Coaches)	Russell-Miller, Freda	10/1/2015	PowerPoints, Sign-in Sheets	3/31/2016 every-2-months
G1.B4.S1.A1	Instructional Coaches will develop and facilitate professional development, common planning, and PLCs addressing rigor, cognitive demand of instructional tasks, standards based instruction, and progress monitoring with all teachers.	Ferguson, Melonee	11/1/2015	Teacher Sign In Sheets, Student Artifacts/Portfolios, Lesson Plans, Common Plan Documentation, and Teacher/Classroom Observations.	5/31/2016 weekly
G2.B1.S1.A1	Bullying Prevention Program	Jablonski, Heather	8/24/2015	All students will participate in activities for bullying prevention.	6/10/2016 monthly
G2.B2.S1.A1	Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.	Dickson, Donald	9/1/2015	Sign-In sheets, PD curriculum, classroom walk-throughs, discipline records	5/31/2016 monthly
G1.B1.S1.A2	Create a workshop calendar and cycle students through their math classes.	Rutledge, Treshonda	12/1/2015	Teacher Logs	3/31/2016 weekly
G1.MA1	FSA and District reports.	Russell-Miller, Freda	8/1/2015	Printed data reports	6/30/2016 monthly
G1.MA1	Student Unit Tests data will be progress monitored.	Rutledge, Treshonda	11/1/2015	Eduphoria! Aware data	5/31/2016 one-time
G1.B1.S1.MA1	Instructional Coaches will conduct walk-throughs of teacher facilitated workshops.	Milchman, Stuart	12/1/2015	Instructional coaches will record logs of walk-throughs.	3/31/2016 one-time
G1.B1.S1.MA1	The calendar will be monitored to ensure teachers are adhering to the schedule and conducting the workshops with their students.	Rutledge, Treshonda	12/1/2015	Teacher Logs	3/31/2016 one-time
G1.B3.S1.MA1	Teacher feedback, lesson plans, classroom visitations	Russell-Miller, Freda	9/1/2015	Lesson plans, visitation logs.	5/31/2016 weekly
G1.B3.S1.MA1	Sign-in Sheet, and Classroom visitations	Russell-Miller, Freda	8/1/2015	Classroom visitation logs.	5/31/2016 weekly
G1.B4.S1.MA1	Student data will progress monitored.	Rutledge, Treshonda	11/1/2015	Eduphoria! Aware Data	5/31/2016 monthly
G1.B4.S1.MA1	Instructional coaches will participate in monthly PLCs.	Ferguson, Melonee	11/1/2015	Sign In Sheets, Student Data, Lesson Plans, Common Plan Documentation, Instructional Observations	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Quarterly comparison of bullying incidences.	Jablonski, Heather	9/1/2015	Quarterly report from Decision Ed of bullying incidences with graphs to monitor progress.	6/10/2016 quarterly
G2.B1.S1.MA1	All incidents of bullying will be tracked using Decision Ed and Skyward	Jablonski, Heather	8/18/2014	Monthly Decision Ed reports focusing on bullying incidences will be printed and saved on the U-drive.	6/8/2015 monthly
G2.B1.S1.MA1	All Bullying lessons, activities, and projects will be implemented throughout the school year.	Jablonski, Heather	8/24/2015	Emails of Bully-Proofing Our School lesson plans will be archived as well as the lessons placed on the U-Drive.	6/10/2016 monthly
G2.B2.S1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Carver Middle School will improve student academic achievement in the core areas of Math, Science, Social Science, and English Language Arts.

G1.B1 Computer Based Testing: Students do not have equation editor or basic typing skills necessary for computer based testing.

G1.B1.S1 Equation Editor and Basic Typing Skills student workshops.

PD Opportunity 1

Develop the curriculum for Equation Editor and Basic Typing Skills workshops.

Facilitator

Rutledge/Talbot

Participants

All teachers

Schedule

Daily, from 11/1/2015 to 11/21/2015

G1.B3 Writing Across the Curriculum: Writing proficiency in all core areas is below average.

G1.B3.S1 Professional Development: Writing Across the Curriculum

PD Opportunity 1

Professional Development Sessions(Instructional Coaches)

Facilitator

Rutledge, Russell, Milchman, Ferguson

Participants

All teachers

Schedule

Every 2 Months, from 10/1/2015 to 3/31/2016

G1.B4 Standards Based Instruction: Student access to rigorous, standards based instruction is limited.

G1.B4.S1 Professional Development/ Professional Learning Communities

PD Opportunity 1

Instructional Coaches will develop and facilitate professional development, common planning, and PLCs addressing rigor, cognitive demand of instructional tasks, standards based instruction, and progress monitoring with all teachers.

Facilitator

Ferguson/Rutledge/Russell/Milchman/Jarvis-Parlato

Participants

All Teachers

Schedule

Weekly, from 11/1/2015 to 5/31/2016

G2. Carver Middle School will continuously provide a safe learning environment by decreasing the number of student discipline issues related to student behavior.

G2.B2 Lack of consistency in expectations from class to class.

G2.B2.S1 Provide instructional staff with professional development on Standard Operating Procedures (SOPs) and Codes of Cooperation (COC).

PD Opportunity 1

Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.

Facilitator

Dickson, Kelley-Truitt, Milchman

Participants

All Instructional Staff

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Develop the curriculum for Equation Editor and Basic Typing Skills workshops.	$0.00
2	G1.B1.S1.A2	Create a workshop calendar and cycle students through their math classes.	$0.00
3	G1.B3.S1.A1	Professional Development Sessions(Instructional Coaches)	$0.00
4	G1.B4.S1.A1	Instructional Coaches will develop and facilitate professional development, common planning, and PLCs addressing rigor, cognitive demand of instructional tasks, standards based instruction, and progress monitoring with all teachers.	$0.00
5	G2.B1.S1.A1	Bullying Prevention Program	$0.00
6	G2.B2.S1.A1	Provide professional development on SOPs, Codes of Cooperation, and the CMS Discipline Matrix.	$0.00
		Total:	$0.00