Mattie V Rutherford Alt Ed Center

2019-20 Schoolwide Improvement Plan

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Mattie V Rutherford Alt Ed Center

1514 HUBBARD ST, Jacksonville, FL 32206

http://www.duvalschools.org/mvr

Demographics

Principal: Sadie Milliner Smith   Start Date for this Principal: 8/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-8	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Mattie V. Rutherford Alternative Middle School is to provide our students with a holistic and supportive educational experience. We are committed to helping our students achieve the highest level of academic behavioral, and socio-emotional functioning.

Provide the school's vision statement.

Students will leave Mattie V. Rutherford with the capacity to be successful in any middle or high school.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Nesmith, Maurice	Principal	Supervise, manage and lead the school daily.
McQueen, Marvin	Assistant Principal	Dr. Marvin McQueen, Assistant Principal will assist in managing the discipline process for students, facilitate the foundations team, conduct emergency and safety drills and training for teachers and will be the liaison for Science and Social Studies department.
Harley, Lakedra	Dean	Ms. Lakedra Harley is our Dean of Student Services. She will handle student discipline issues, develop PBIS plans, collect and analyze discipline data and conduct discipline meetings with faculty and students.
Tillman, Charlene	School Counselor	Ms. Charlene Tillman is the Guidance department chairperson. She provide guidance services to students, and disseminate guidance information to both faculty and students.
Hall, Sheketta	Teacher, K-12	Ms. Shaketta Hall, 8th grade math instructor and the math department head. She will distribute instructional materials and information to the math department. She will assist facilitating department meetings, provide professional development and assist with analyzing data to other math instructors.
Kelly, Kacy	Teacher, K-12	Ms. Umesheka McNeil is a 7th grade Language Arts and Reading instructor and department head. She will distribute instructional materials and information to the Language Arts and Reading department. She will assist facilitating department meetings, provide professional development and assist with analyzing data to other Language Arts and Reading instructors.
	Teacher, K-12	Ms. Joann Walker is an 8th grade social studies instructor and department head. She will distribute instructional materials and information to the social studies department. She will facilitate department meetings, provide professional development and assist with analyzing data to other social studies instructors.

Ms. Pamela Johnson is an 8th grade science instructor department head. She will distribute instructional materials and information to the science department. She will facilitate department meetings, provide professional development and |

Name	Title	Job Duties and Responsibilities
		assist with analyzing data to other science instructors.
Owens, Latonya	Teacher, ESE	Ms. Latanya Owens is an ESE support facilitator that provides support services to students in math and science. She will provide instructors with data points and effective strategies to meet the needs of students with disabilities.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 8/5/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	8	11	15	0	0	0	0	34
One or more suspensions	0	0	0	0	1	2	21	40	22	0	0	0	0	86
Course failure in ELA or Math	0	0	0	0	0	0	7	7	40	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	0	0	0	16	36	33	0	0	0	0	85

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	7	11	15	0	0	0	0	33

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	54%	61%	0%	50%	57%
ELA Learning Gains	0%	56%	59%	0%	54%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	47%	51%
Math Achievement	0%	57%	62%	0%	52%	58%
Math Learning Gains	0%	57%	59%	0%	52%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	46%	50%
Science Achievement	0%	50%	56%	0%	47%	53%
Social Studies Achievement	0%	76%	78%	0%	76%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	4	**5**	**6**	**7**	**8**	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2019	0%	52%	-52%	58%	-58%
	2018	0%	49%	-49%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison						
05	2019	0%	50%	-50%	56%	-56%
	2018	0%	51%	-51%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	8%	47%	-39%	54%	-46%
	2018	4%	44%	-40%	52%	-48%
Same Grade Comparison		4%				
Cohort Comparison		8%				
07	2019	2%	44%	-42%	52%	-50%
	2018	6%	41%	-35%	51%	-45%
Same Grade Comparison		-4%				
Cohort Comparison		-2%				
08	2019	3%	49%	-46%	56%	-53%
	2018	22%	51%	-29%	58%	-36%
Same Grade Comparison		-19%				
Cohort Comparison		-3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2019	0%	64%	-64%	64%	-64%
	2018	0%	60%	-60%	62%	-62%
Same Grade Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
05	2019	0%	57%	-57%	60%	-60%
	2018	0%	61%	-61%	61%	-61%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	7%	51%	-44%	55%	-48%
	2018	0%	42%	-42%	52%	-52%
Same Grade Comparison		7%				
Cohort Comparison		7%				
07	2019	15%	47%	-32%	54%	-39%
	2018	14%	50%	-36%	54%	-40%
Same Grade Comparison		1%				
Cohort Comparison		15%				
08	2019	3%	32%	-29%	46%	-43%
	2018	10%	31%	-21%	45%	-35%
Same Grade Comparison		-7%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	49%	-49%	53%	-53%
	2018	0%	56%	-56%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	6%	40%	-34%	48%	-42%
	2018	10%	44%	-34%	50%	-40%
Same Grade Comparison		-4%				
Cohort Comparison		6%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	19%	69%	-50%	71%	-52%
2018	18%	84%	-66%	71%	-53%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	57%	-57%	61%	-61%
2018	0%	61%	-61%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

ESSA Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

7th Grade ELA/Reading - 2% proficient.
The factors for low performance are:
A) Discipline Issues and Lack of Student Motivation
B) Teachers holding high expectations
C) Lack of Teaching Standards at appropriate grade level.
D) High Mobility Rate

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

8th Grade ELA/Reading - From 22% to 3% proficient.
The factors for low performance are:
A) Discipline Issues and Lack of Student Motivation
B) Teachers holding high expectations
C) Lack of Teaching Standards at appropriate grade level.
D) High Mobility Rate
E) Instructor attendance (FMLA)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th Grade ELA/Reading - State Proficiency 56% School Proficiency 3% - (56% difference)
A) Discipline Issues and Lack of Student Motivation
B) Teachers holding high expectations
C) Lack of Teaching Standards at appropriate grade level.
D) High Mobility Rate
E) Instructor Attendance (FMLA)

Which data component showed the most improvement? What new actions did your school take in this area?

Civics
2018 - 0% proficient
2019 - 19% proficient
1) Different Instructor
2) Student Task aligned to standard
3) More 8th Grade students took the exam then previous years

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1) One or More Suspensions
2) Attendance Below 90%

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Out-Of-School Suspension
2. Student Attendance
3. Failure in ELA/Reading
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Student Discipline and Suspension
Rationale	During the 2018-2019 school year, we had 874 discipline referrals written, and 465 suspension infractions. That's a 20% increase from the previous year. Also, over, 30% of our students received 1 or more suspensions.
State the measurable outcome the school plans to achieve	The goals for the 2019-2020 school year are: 1) Decrease referrals count by 20% (From 874 to 700) 2) Reduce the number of suspensions by 20% (From 465 to 372) 3) Reduce the number of students receiving out-of-school suspension by 15%.
Person responsible for monitoring outcome	Marvin McQueen (mcqueenm@duvalschools.org)
Evidence-based Strategy	Implement more of the following strategies: 1) Increase Restorative Justice Practices 2) Recruit more mentors, business partners and increase parent involvement 3) Monitor Discipline and Suspension Practices on a Monthly Basis 4) Additional classroom support utilizing a paraprofessional
Rationale for Evidence-based Strategy	1) Increasing more Restorative Justice practices will assist students with conflict resolution and decision making. 2a) Increase in mentors will provide students with a positive role model that will assist with improving their academic and social skills. 2b) Business Partners will provide mentors and financial support that will allow us to give student incentives. 2c) Increase Parent Involvement through parent conferences, parent nights and workshops. 3) Monitoring student behavior on a monthly basis will assist with identifying behavior trends, problems areas. This data will all use to problem solve and development solutions. 4) Paraprofessional can assist with small group instruction and provide one-on-one assistance to students. This strategy will decrease classroom disruption and improve academic performance.
Action Step	
Description	1. Provide Restorative Justice training to Dean of Student and AP. 2. Hire a paraprofessional for classroom support. 3. Hire a Parent/Volunteer Liaison to recruit mentors, business partners and parents. 4. Monitor Discipline Data and Meet with administration and teachers on a monthly basis.
Person Responsible	Maurice Nesmith (nesmithm@duvalschools.org)

#2	
Title	Increase Student Proficiency in ELA/Reading and Math
Rationale	On the Spring 2019 FSA assessment only 4% of our students were proficient in ELA/Reading and 8% proficient in Math.

State the measurable outcome the school plans to achieve	Goals on the Spring 2020 FSA Assessment ELA/Reading - 20% proficient Math - 25% proficient
Person responsible for monitoring outcome	Maurice Nesmith (nesmithm@duvalschools.org)
Evidence-based Strategy	1) Instructors provide grade level tasks that meets the standard at a Level 3 or higher on the Achieve Level Descriptor Chart. 2) Incorporate more small group instruction and one-on-one assistance. 3) Increase and Monitor Blended Learning usage and performance.
Rationale for Evidence-based Strategy	1) If teachers provide grade level tasks and experiences that meets the standard at a Level 3 or higher, students proficiency will increase. Students must be exposed to and demonstrate mastery on appropriate grade level tasks and assignments. 2) By incorporating small group instruction and one-on-one assistance, instructors and paraprofessionals can assist students with improving their own academic deficiencies, weaknesses and address content misconceptions in a smaller setting. 3) Utilizing Achieve 3000 (Reading) and I-Ready (Math) more will improve students individual basic skills and knowledge and increase Reading Lexile Scores and Math Level scores.

Action Step	
Description	1. Provide PD Training for Teachers and Paraprofessionals (Common Planning Sessions, Early Release Training, Attend District Training and Attending National Conferences/Training and Workshops) 2. Hire Paraprofessional to assist with small group instruction and one-on-one assistance. 3. Teachers will plan lessons with district specialists and administration that will incorporate blended effective blended learning implementation during instructional delivery. Also, PD sessions will be conducted to assist instructors with monitoring their student usage and academic improvement. 4. Purchase additional technology and instructional materials that will enhance student learning.(Tablets, Laptops, Clickers, Interactive Journals and materials etc.) 5. Purchase tablets to monitor and capture student data points. This will allow us to identify and address trends that hinder students from achieving mastery on state standards.
Person Responsible	Maurice Nesmith (nesmithm@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

All parents are required to attend orientation before enrolling into MVR. Parents and students receive important information regarding the mission, vision, school expectations and programs that will assist and support the school. Parents and stakeholders are encouraged to participate and volunteer their time and services in order to meet the academic and social needs of our students. . Our Community/Parent Liaison provides handouts to all parents, after their child is enrolled in MVR. The Liaison solicits community support by meeting monthly with various perspective business partners. These services are disseminated to parents upon request. Some of the services are Girl Matters, Mentorship through Operation Hope.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Ours students social-emotional needs are being met through counseling and mentor
services provided by the schools guidance department, social worker, Full Service Thearpist,
and outside organizations such as Northwest Behavior and
Deloris Weaver Foundation (Girls Matters).

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

The strategies that MVR uses to support incoming and outgoing cohorts of students in
transition from one school level to another by utilizing our school social worker and guidance counselor,
who advocates for each students upon their return to their home school for one year.
There is open communication between the school counselors at the comprehensive
school and Mattie V Rutherford Educational Center. Also, each student meets with the guidance
counselor to review the students' academic history and to determine the most appropriate course
schedule. The school counselor's provide classroom guidance and transition night for rising high school
students.

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.

The MTSS Team will employ the following problem solving process:
(Team Members: Maurice NeSmith-Principal, Marvin McQueen-Assistant Principal, Umesheka McNeil -
ELA Instructor, Shaketta Hall - Math Instructor, Pamela Johnson - Science Instructor,

Latonya Owens - ESE Instructor, Elyce Garceau - Guidance Counselor. Lakedra Harley - Dean)
*Define the student's challenges.
*Gather facts and data.
* Generate and evaluate alternative solutions.
* Implement and monitor the most effective solutions determined by the team.
Title 1, Part A - used to fund instructional positons and parent involvement activities.
Title X- Homeless the District Homeless Social Worker provides resources (clothing,
school supplies, social services referrals) for student identified as homeless under the
McKinney-Vento act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) - used to fund instructional positions. Mattie V.
Rutherford Alternative Education Center participates in the Community Eligibility Option
(CEO) program which provides healthy breakfast and lunches each day at no charge for
all students attending our school.

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

Mattie V. Rutherford use various methods to bring college and career awareness to our
students. Those methods consist of hosting a college and career day, inviting quest
speakers to speak to our students, implementing Junior Achievement Economics for Success during
research class with science instructor and students meeting with school counselors on a weekly basis.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Student Discipline and Suspension				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	0061 - Mattie V Rutherford Alt Ed Ctr	UniSIG		$0.00
			Notes: Hire classroom paraprofessionals for additional classroom support. Hire a Parent/Volunteer Liaison to recruit mentors, business partners and increase parent involvement.			
2	III.A.	Areas of Focus: Increase Student Proficiency in ELA/Reading and Math				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	0061 - Mattie V Rutherford Alt Ed Ctr	UniSIG		$0.00
			Notes: Hire classroom paraprofessionals for additional classroom support to assist students with academic deficiencies.			
	1000	519-Technology-Related Supplies	0061 - Mattie V Rutherford Alt Ed Ctr	UniSIG		$0.00
			Notes: Purchase additional laptops and interactive journals to enhance and improve the learning experience for all students.			
					Total:	$0.00