

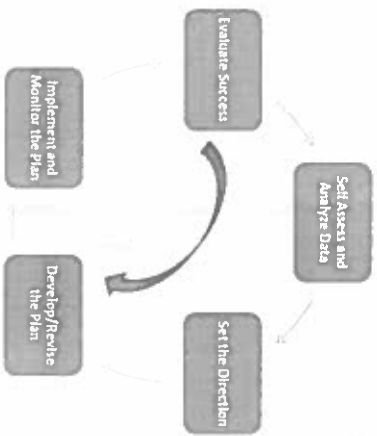
School: **Frederick Classical Charter (6-8)**

Principal: **Cummins, Erica Frostrom**

School Year: **2017-2018**

Date Plan was Approved: **10/23/2017**

Continuous Strategic Improvement (CSI) Planning: Whether at the school or district level, CSI is an ongoing, cyclical process that takes into consideration multiple measures, both quantitative and qualitative, to address student achievement needs. Schools use "big data" (proficiency percentages, trends, comparisons, correlations) to start the conversation and connect to "small data" (details, events, human relationships, and narratives) to strategically prioritize needs, establish measurable improvement goals, and identify high yield improvement strategies that will be employed. A well aligned Professional Learning plan is an integral piece to any CSI plan. Continuous improvement implies the ongoing monitoring of progress (input) and the fluid and dynamic nature of responding (output).



Self-Assess and Analyze Data: Review quantitative and qualitative evidence of school effectiveness. Drill into data (move from one level of information to the next level of detail) and begin to triangulate measures. Work to establish potential root causes of the results.

Set the Direction: Understand the gap between the school's vision and the current reality. Determine the measures you wish to improve. Establish your theory (grounded in evidence) and translate strategies into operational terms.

Develop/Revise the Plan: Create an actionable plan that breaks down year-long goals into achievable objectives, allocating time, resources, and actions to achieve the goals. Identify strategies and personnel responsible. Identify professional learning needs to implement the plan. Connect system and school professional learning in meaningful ways for staff. Determine evidence that will be used to monitor the plan. Create a schedule to implement and monitor the plan.

Implement and Monitor the Plan: Align the school to the strategies (make the strategies everyone's job). Provide coaching, modeling, thought-partnership and collaboration in order to build the capacity of teachers and leaders to implement the plan. Create a schedule to implement and monitor the plan.

Evaluate Success (Assess, reflect, adjust): Support school leaders and teachers to establish a regular habit of using data to understand results, learn from what's working and adjusting practice to ensure that goals will be met. Identify and celebrate small wins. Decide to "close or renew."

Adapted from Hanover Research (2014), Best Practices for School Improvement Planning (Results-Oriented Cycle of Inquiry and Balanced Scorecard Model)

Strategic Alignment: The systemic priorities of student achievement and school culture will be aligned to the *FCPS Strategic Plan Priorities* to guide each school's CSI planning. School administrators together with teacher leaders will review achievement, perceptual, observational, and other data to determine school improvement targets, identify high leverage strategies that will be implemented, and monitor progress toward achieving the desired outcomes. These priorities align directly to the system's Aspirational Goals that include: **Student Achievement, Effective and Engaged Staff, Resource Allocation, Family and Community Involvement and Health and Safety.** Periodically throughout the school year, each school's CSI leadership group will engage the entire staff by reviewing the systemic goals and priorities, sharing the CSI plan as it evolves, and providing support as staff implement the CSI actions. Staff input is important throughout the entire CSI cycle.

School Summary Data Including Demographics:

- Aligned Strategic Plan Priorities:
- Priority 5: FCPS will provide equitable distribution of all resources based on the varied needs of students and schools.
- Priority 6: FCPS will promote clear communication and transparency in allocation of resources.

Race/Ethnicity	Students		Staff		Student Demographics		School Summary
	2016	2017	2016	2017	2016	2017	
American Indian	0.5%	0.6%	NA	NA	Total Enrollment	369	363
Asian	7.3%	7.2%	2.3%	2.2%	Male	49.7%	51%
Black or African American	22%	22.3%	6.7%	6.7%	Female	50.3%	49%
Hispanic/Latino of any race	8.2%	8.3%	4.5%	4.4%	ELL	1.6%	1.7%
Pacific Islander/Hawaiian	0.5%	0.3%	NA	NA	SPED	6.8%	8.3%
Two or More Races	6.3%	6.1%	NA	NA	FARM	15.8%	14.9%
White	55.2%	55.4%	90.9%	84.4%	Received Rtg Intervention		
Mobility	23	5			Received Math Intervention		1
Homeless Count	0	0					

Title 1 School	MSDE Identifier	
Targeted Assistance	Yes <input type="radio"/> No <input checked="" type="radio"/>	2017-2018 Focus School
Schoolwide	Yes <input type="radio"/> No <input checked="" type="radio"/>	Yes <input type="radio"/> No <input checked="" type="radio"/>

Suggested CSI Team Membership: During the school year, students, administrators, parents, community members, teacher and other staff leaders will serve on the CSI team. Teacher leader positions will be determined as allocated.

Chair(s):	Students (HS):
Principal: Erica Cummins	Parents: Mkechi Adeeye
Assistant Principal(s):	Community Members:

Teacher Leader Positions:

Title	EEA Rep	Teacher Name(s)	Responsibility related to CSI Plan (Be brief)
Cultural Proficient Coach	<input checked="" type="checkbox"/>	Jaime Rice	Equity Rep
Content Leader	<input type="checkbox"/>	Pamela Trammell	English Department Chair and Data Guru

Content Leader	<input type="checkbox"/>	Cory LaRose	Science Department Chair
Content Leader	<input type="checkbox"/>	Brett Bickel	The Arts Department Chair
Grade Level Leader	<input type="checkbox"/>	Rebecca Brown	Primary Grades Department Chair K-2
Content Leader	<input type="checkbox"/>	Harry Hanna	History Department Chair, Tech Coordinator, Teacher Speci
Content Leader	<input checked="" type="checkbox"/>	Jacquelyn Wilson	Math Department Chair
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		

Additional Teacher Leader Positions:

Title	EEA Rep	Teacher Name(s)	Responsibility related to CSI Plan (Be brief)
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		
Select One	<input type="checkbox"/>		

Priority Area: Culture and Climate

Aligned Strategic Plan Priorities:

- Priority 7: FCPS will encourage and sustain collaborations with families and the entire community to support student success.
- Priority 8: FCPS will equip staff with the knowledge and tools necessary to be positive ambassadors who build support for our goals and initiatives.
- Priority 9: FCPS will promote and maintain a safe and respectful environment.
- Priority 10: FCPS will foster personal well-being and health among students and staff through increased awareness and engagement on these topics.

Assessing Needs-Analyze Data: Review your school's Progress Report data. Consider your school's performance in relation to others in the county. Consider any trends that are occurring. Consider how all of the teaching and learning measures interact. Examine the effectiveness of school processes and instructional strategies to ensure that they result in high expectations for all students and teachers and create a culture of continuous learning. Consider root causes that are within your control.

Culture and Climate			
Topic	Measure	Quartile	Trend
Suspension	Degree of Disproportionality: 1-2 groups, 3-4 groups, 5+ groups		
	% Rate		
	Trend		
Attendance	% Rate		
	Trend		
	Chronic Absenteeism		

Teacher Evaluation	Classroom Environment - % Highly Effective		
Classroom Environment - Trend			N/A
Professionalism - % Highly Effective			N/A
Professionalism - Trend			
System Survey	Climate Domain - % Favorable		
	Climate Domain - Trend		
	Safety/Healthy/Wellness Domain - % Favorable		
	Safety/Healthy/Wellness Domain - Trend		
	Engagement/Communication Domain - % Favorable		
	Engagement/Communication Domain - Trend		
	School Leadership Domain - % Favorable		
	School Leadership Domain - Trend		

Assessing Needs-Synthesize Data and Identify Strategic Content: Briefly summarize the areas of strength and need based on the identified measures in the Progress Report. What are the resulting school priorities based on the summary of the data? How will you respond? Feel free to include other relevant data in your summary:

Planning and Implementation- Setting Goals: Giving consideration to FCPS System Achievement Targets, prioritize and set no more than 3 measurable goals to improve teaching and learning.

Goal 1:

Increase favorable parent responses in the area of Engagement and Communication from 72% to 75%.

Goal 2:

Maintain an attendance rate of at least 96% for all students.

Goal 3:

Goal 4 (Health & Wellness Goal):

Staff members will promote drinking water by using reusable drinking bottles.

Goal 5 (Health & Wellness Goal):

Teachers will use rewards that promote healthy eating and physical activity.

Goal 6 (For STAR Schools only):

Goal 7 (For STAR Schools only):

	High Yield Strategies	Aligned Framework Component(s)	Leader(s) Responsible for Implementing Strategy	Evidence of Growth/Progress Monitoring (Local Assessment Measures are most appropriately used for Progress Monitoring vs. Achievement Targets)	Mid-Year Progress Notes	End of Year Progress Notes
<p>Increase the number of family activity nights that we will hold.</p>	<p>4C. Communicating with Families 4D. Participating in the Professional Community</p>	<p>Department Chairs, Content Teachers, Principal, Acting Teacher Specialist</p>	<p>Surveys at Events Participation Recognition for reciprocal events within FCPS and the Community</p>			
<p>Utilize PMW to focus on students identified with chronic absenteeism.</p>	<p>4B. Maintaining accurate records.</p>	<p>Administrative Secretary, Staff, Principal</p>	<p>Reduction in chronic absenteeism. Daily attendance rates.</p>			
<p>Teachers will encourage students to refill water bottles during the school day and model the same positive habit.</p>	<p>2B. Establish a Culture for Learning.</p>	<p>All FCCS Staff</p>	<p>Teacher feedback.</p>			
<p>PE staff will teach and encourage healthy eating by participating in the Summers Farm Healthy Eating Program.</p>	<p>3C. Engaging Students in Learning</p>	<p>PE Staff</p>	<p>Increase in number of vouchers over previous years.</p>			

Priority Area: Student Achievement-Teaching and Learning

Aligned Strategic Plan Priorities:

- Priority 1: FCPS will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problems solving, and collaboration.
- Priority 2: FCPS will raise achievement for all students and eliminate achievement gaps.

Assessing Needs-Analyze Data: Review your school's Progress Report data. Consider your school's performance in relation to others in the county. Consider any trends that are occurring. Consider how all of the teaching and learning measures interact. Examine the effectiveness of school processes and instructional strategies to ensure that they result in high expectations for all students and teachers and create a culture of continuous learning. Consider root causes that are within your control.

Student Achievement-Teaching and Learning			
Topic	Measure	Quartile	Trend
Advanced Coursework	% of Students Enrolled in Advanced Coursework	4th	↓
Science (MISA) (for 2018-2019)	Degree of Disproportionality: 1-2 groups, 3-4 groups, 5+ or % of Students Achieving Proficient or Higher	5th	↔
WIDA (ELL Measure)	Percent of Students Scoring 4.5 or Higher	5th	↔
System Survey	Percent Meeting Growth Target	5th	↔
	Curriculum/ Instruction: % Favorable	4th	↓
	Professional Development: % Favorable	4th	↓
Teacher Evaluation	Classroom Instruction: % Highly Effective	4th	↔
	Classroom Instruction: Trend	4th	↔
	Planning & Preparation: % Highly Effective	4th	↔
	Planning & Preparation: Trend	4th	↔
PARCC- Math	Percent Scoring (4, 5)	4th	↔
	z of student groups FCPS AMD	4th	↔
	Growth (FCPS Model)	4th	↔
	MSDE Growth (SGP)	4th	↔
	MSDE Achievement Index	4th	↔
	Percent Increase (4,5)	4th	↓
PARCC- Reading	Percent Scoring (4, 5)	4th	↔
	z of student groups FCPS AMD	4th	↔
	Growth (FCPS Model)	4th	↔
	MSDE Growth (SGP)	4th	↔
	MSDE Achievement Index	4th	↔
	Percent Increase (4,5)	4th	↔
Local Assessment ELA	Performance (Average Score)	5th	↔
	Gap Analysis (z Groups > 10% below highest group)	5th	↔
Local Assessment Math	Performance (Average Score)	5th	↔
	Gap Analysis (z Groups > 10% below highest group)	4th	↔

Assessing Needs-Synthesize Data and Identify Strategic Content: Briefly summarize the areas of strength and need based on the identified measures in the Progress Report. What are the resulting school priorities based on the summary of the data? How will you respond? Feel free to include other relevant data in your summary:

Frederick Classical Charter School (FCCS) performed well on the PARCC English assessment, scoring in the top 25% of all FCPS schools. The percent of students achieving performance level of 4 or 5 was 62.1%, ranking FCCS thirteenth in English among FCPS. Students in grades 6-8 outperformed all other FCPS middle schools in English with the exception of Urbana Middle. Although student performance was strong, the 2017 Progress Report indicated little or no growth on PARCC for ELA. Conclusions drawn upon examination of the subclaim reports and school evidence statement analysis indicate room for the most growth in written expression and in writing knowledge language and conventions. As a result, FCCS will focus on student achievement in the area of writing through a school-wide implementation of the methods and materials promoted through the Institute for Excellence in Writing (IEW.) Teachers of English have received training in the IEW approach to writing over the past two years. This year's Professional Learning will provide IEW training to other content level teachers to ensure consistency and a higher expectation of quality writing throughout the curriculum.

Frederick Classical Charter School (FCCS) performed well on the PARCC Mathematics assessment, outperforming the county average. The percent of students achieving performance level of 4 or 5 was 52.8%, compared to the county average of 49.1%. Students in grade 6-8 ranked third among other FCPS middle schools; behind only Urbana Middle and Oakdale Middle Schools. Although student performance exceeded the county average, the 2017 Progress Report indicated some declines on the PARCC math assessment. Conclusions drawn upon examination of the subclaim reports and school evidence statement analysis indicate room for the most growth in fractions for all grade levels and algebraic expressions in several grade levels. As a result, FCCS will focus on student achievement in the area of fractions and algebraic expressions through continued implementation of the methods and materials promoted through Singapore Math. Additionally, teachers will utilize supplementary materials to target students who struggle with these concepts.

Planning and Implementation-Setting Goals: Giving consideration to FCPS System Achievement Targets, prioritize and **set no more than 3 measurable goals to improve teaching and learning. A PARCC Target/Goal MUST be included.**

Goal 1:

- *Increase from 62.1% to 63.6% of all students achieving performance levels 4-5 on the PARCC Assessment in Reading.
- *Increase the performance of Special Education student group from 33.3% on PARCC 2017 ELA to 35.9% on PARCC 2018 ELA.
- *Increase the performance of Hispanic/Latino student group from 31.6% on PARCC 2017 ELA to 34.2% on PARCC 2018 ELA.
- *Increase the performance of the Free and Reduced Meal student group from 42.9% on PARCC 2017 ELA to 45.1% on PARCC 2018 ELA.

Goal 2:

- Increase from 52.8% to 54.6% of all students achieving performance levels 4-5 on the PARCC Assessment in Math.
- *Increase the performance of Special Education student group from 28.6% on PARCC 2017 Math to 31.3% on PARCC 2018 Math.
- *Increase the performance of Hispanic/Latino student group from 21.1% on PARCC 2017 Math to 24.1% on PARCC 2018 Math.
- *Increase the performance of Black/African American student group from 41.7% on PARCC 2017 Math to 43.9% on PARCC 2018 Math.
- *Increase the performance of Two or More Races student group from 30.8% on PARCC 2017 Math to 33.5% on PARCC 2018 Math.
- *Increase the performance of the Free and Reduced Meal student group from 22.9% on PARCC 2017 Math to 25.9% on PARCC 2018 Math.

Goal 3:

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Priority Area: Student Achievement-Teaching and Learning

Fulfillance of

High Yield Strategies	Aligned Framework Component(s)	Leader(s) Responsible for Implementing Strategy	Growth/Progress Monitoring (Local Assessment Measures are most appropriately used for Progress Monitoring vs. Achievement Targets)	Mid-Year Progress Notes	End of Year Progress Notes
Teachers will utilize IEM structural guidelines for analytical, expository and narrative writing.	1E. Designing Coherent Instruction	Classroom Teachers, Special Education Teachers, English Department Chair, Literacy Specialist, Teacher Support Specialist, Principal	Formative Assessments		
Teachers will utilize IEM stylistic techniques to provide grammar instruction in the context of use and add variety and interest to writing.	1E. Designing Coherent Instruction	Classroom Teachers, Special Education Teachers, English Department Chair, Literacy Specialist, Teacher Support Specialist, Principal	Writing Checklists		
Teachers will utilize strategies that focus on concrete and pictorial representations of fractions.	1A. Demonstrating Knowledge of Content and Pedagogy.	Mathematics Teachers, Math Department Chair, Teacher Support Specialist, Principal	Benchmark Scores, Performance Series Scores, Formative Assessments		
Teachers will utilize data from Benchmarks, Formative Assessments and Performance Series to drive instruction and provide reteaching or enrichment.	3D. Using Assessment in Instruction.	Mathematics Teachers, Math Department Chair, Teacher Support Specialist, Principal	Benchmark Scores, Performance Series Scores, Formative Assessments		

Professional Learning

Aligned Strategic Plan Priorities:

- Priority 3: FCPS will implement strategies to ensure a high quality and diverse workforce.
- Priority 4: FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.

The Standards for Professional Learning define the elements that must be in place for professional learning to have a meaningful impact on teacher practice

and student achievement. These standards outline the seven core elements that need to be in place for professional learning to be effective:

1. Learning Communities - Educators in a building are committed to professional growth and collective responsibility in the context of shared goals.
2. Leadership - Leaders in a building build capacity and advocate for and support professional learning.
3. Resources - Resources, including human, fiscal, material, technology, and time, are available and allocated effectively.
4. Data - Information about student and educator performance is collected to plan, assess, and evaluate professional learning.
5. Learning Designs - Professional Learning is conducted in ways that is consistent with research on how adults learn best.
6. Implementation - Professional Learning is conducted in ways that is consistent with research on change and includes sustained support.
7. Outcomes - Student outcomes and educator learning are clearly linked and are consistent with system goals and priorities.

These standards work in conjunction with each other to produce lasting change in educator practice and an increase in student achievement.

Professional Learning Calendar

Option 1: [Insert link:https://docs.google.com/drawings/d/10UEw6WjRkYesDwPBZ1G7UETqZedEGyBUJ_k14/edit?usp=sharing](https://docs.google.com/drawings/d/10UEw6WjRkYesDwPBZ1G7UETqZedEGyBUJ_k14/edit?usp=sharing)

Option 1 (add'l link): [Insert link:](#)

Option 2:

Month	Meeting Type	Purpose	Time
Select One ▾			

Frederick Classical Charter School

Professional Development Calendar 2017-2018

August - December Professional Development

Date	PD Topic	Topics / Instructional Focus Area(s)
August		
Monday, August 7 and Tuesday, August 8	Select Staff (Math): Singapore Math Institute	1-5 Grade Mathematics Instruction
August In-Service Days Monday, August 28	All: SafeSchools Course 3.5 hours; Flexible Professional Time 3.5 hours	Rules and Procedures; Dependent upon Teacher Choice
August In-Service Days Tuesday, August 29	All: K-8 Expectations and Policies	All content areas; Classroom Management
August In-Service Days Thursday, August 31	All: Department Chair Meetings; TAC Set-up; Cultural Proficiency Module; K-8 Expectations and Policies (Continued); Special Education PD	All content areas; Special Education, Classroom Management; Evaluation Reporting;
August In-Service Days Friday, September 1	All: Educator Effectiveness Module; All: Teacher Evaluation Module	
September 5 – September 8 PLC Meetings	All: No PLCs	
September 11 – September 15 PLC Meetings	K-8: 504 Plans – Student Specific; IEPs – Student Specific; All: Back to School Night Planning	Special Education; Accommodations
September 11	Select Staff: New Teacher Meeting	Procedures and Practices; Issues addressed
September 13	Select Staff: BIP Training	Special Education; Accommodations
September 18 – September 22 PLC Meetings	K-8: 504 Plans – Student Specific; IEPs – Student Specific;	Special Education; Accommodations
September 25 – September 29 PLC Meetings	All: Grade Level / Team Topics	
September 28	Select Staff: CPI Training	Crisis Prevention Intervention;
October 2 – October 6 PLC Meetings	All: Grade Level / Team Topics	
October 2	Select Staff: 504 Training	Creation, implementation of 504s; new procedures and practices
October 4	Select Staff: Educator Effectiveness Academy	Cultural Proficiency;
October 6 Primary PD Meeting	K-3: Primary Expectations and Procedures	Grades K-3
October 9 – October 13 PLC Meetings	All: Grade Level / Team Topics	
October 9	Select Staff: New Teacher Meeting	Procedures and Practices; Issues addressed
October 16 – October 20 PLC Meetings	All: Grade Level / Team Topics	

Frederick Classical Charter School

Professional Development Calendar 2017-2018

October 20	All: Classical Education 101 (Topics for New Teachers); All: Classical Education Revisited (Topics for Returning Teachers); All: Breakout Interdisciplinary Collaboration Sessions All: Flexible Professional Time 3.5 hours	Classical Content and Pedagogy; Interdisciplinary collaboration (Benchmarks, Do Nows, Unit Plans, etc.)
October 23 – October 27 PLC Meetings	All: Cultural Proficiency – EEA Online	Cultural Proficiency – 1C, 1D, 1F
October 23	K-8: Math ½ day PLC K-8: Science ½ day PLC	Math HW, Benchmarks; Common assessments;
October 24	All: Specialists ½ day PLC	Common assessments;
October 26	K-8: English ½ day PLC K-8: History ½ day PLC	Common assessments; Data Dive, Three writing tasks (Research Simulation, Literacy Analysis); History alignment; pre/post assessments
October 30 – November 3 PLC Meetings	All: Cultural Proficiency – EEA Face to Face (Mrs. Cummins)	Cultural Proficiency – 1C, 1D, 1F
November 1	3-4: IEW Training (Trammell)	Writing Processes – Introduction Modules 1, 2 (3);
November 6 – November 10 PLC Meetings	K-4: Grade Level / Team Topics 5-8: IEW Review	Writing Processes – Research and Literary Analysis Grades 5, 6, 7, 8
November 7	Select Staff: CPI Training	Crisis Prevention Intervention;
November 13 – November 17 PLC Meetings	All: TAC Reports (Hanna) All: Conference Prep	Teacher Access Center Training;
November 13	Select Staff: New Teacher Meeting	Procedures and Practices; Issues addressed
November 20 – November 24 PLC Meetings	Parent – Teacher Conferences; Thanksgiving Break (No PLC)	
November 27 – December 1 PLC Meetings	All: Grade Level / Team Topics	
November 28	Select Staff: CPI Training	Crisis Prevention Intervention;
December 4 – December 8 PLC Meetings	K-4: Grade Level / Team Topics 5-8: IEW Review	Writing Processes – Research and Literary Analysis Grades 5, 6, 7, 8
December 4	Select Staff: New Teacher Meeting	Procedures and Practices; Issues addressed
December 6	3-4: IEW Training Part 2 (Trammell)	Modules 3 and 6
December 11 – December 15 PLC Meetings	All: Classical Education Conversations (Hanna)	Pedagogy & Practices
December 18 – December 22 PLC Meetings	All: Grade Level / Team Topics	
December 25 – December 29 PLC Meetings	Winter Break – No School	

Frederick Classical Charter School
Professional Development Calendar 2017-2018

Weekly PD Times		
First	Mondays	1:40 – 2:20
Fifth	Tuesdays	8:43 – 9:23
Sixth	Tuesdays	8:43 – 9:23
Seventh	Tuesdays	10:26 – 11:14
Eighth	Tuesdays	10:26 – 11:14
Third	Tuesdays	12:20 – 1:00
Fourth	Tuesdays	12:20 – 1:00
Second	Tuesdays	1:40 – 2:20
Kindergarten	Thursdays	1:40 – 2:20
Special Education	Fridays; biweekly	8:00 – 9:00
Specialists	Quarterly	8:43 – 11:43

Frederick Classical Charter School
Professional Development Calendar 2017-2018

December 25 – December 29 PLC Meetings	Winter Break – No School
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Weekly PD Times		
First	Mondays	1:40 – 2:20
Fifth	Tuesdays	8:43 – 9:23
Sixth	Tuesdays	8:43 – 9:23
Seventh	Tuesdays	10:26 – 11:14
Eighth	Tuesdays	10:26 – 11:14
Third	Tuesdays	12:20 – 1:00
Fourth	Tuesdays	12:20 – 1:00
Second	Tuesdays	1:40 – 2:20
Kindergarten	Thursdays	1:40 – 2:20
Special Education	Fridays; biweekly	8:00 – 9:00
Specialists	Quarterly	8:43 – 11:43