



# Chain of Lakes Collegiate High School

---

Winter Haven, Florida

**October 25-28, 2020**

**School Accreditation Engagement Review**

216331

## Table of Contents

<b>Cognia Continuous Improvement System .....</b>	<b>3</b>
Initiate .....	3
Improve .....	3
Impact .....	3
<b>Cognia Performance Accreditation and the Engagement Review .....</b>	<b>4</b>
<b>Cognia Standards Diagnostic Results.....</b>	<b>4</b>
Leadership Capacity Domain .....	5
Learning Capacity Domain .....	6
Resource Capacity Domain .....	7
<b>Assurances .....</b>	<b>8</b>
<b>Accreditation Status and Index of Education Quality® .....</b>	<b>8</b>
<b>Insights from the Review .....</b>	<b>9</b>
<b>Next Steps .....</b>	<b>11</b>
<b>Team Roster .....</b>	<b>12</b>
<b>References and Readings.....</b>	<b>14</b>

## Cognia Continuous Improvement System

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." The Cognia Continuous Improvement System (CIS) provides a systemic, fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team are organized by the ratings from the Cognia Performance Standards Diagnostic and the Levels of Impact within the i3 Rubric: Initiate, Improve, and Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency of stakeholders in the desired practices, processes, or programs within the institution. Implementation is the process of monitoring and adjusting the administrations of the desired practices, processes, or programs for quality and fidelity. Standards identified within Initiate should become the focus of the institution's continuous improvement journey toward the collection, analysis, and use of data to measure the results of engagement and implementation. Enhancing the capacity of the institution in meeting these Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results come from the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (a minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and to demonstrate over time the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact**, where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within its culture. Institutions should continue to support and sustain these practices that yield results in improving student achievement and organizational effectiveness.

# Cognia Performance Accreditation and the Engagement Review

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the accreditation process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards. Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. Cognia provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

## Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

## Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards								Rating	
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.							Improving	
	EN:	3	IM:	3	RE:	3	SU:		3
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.							Impacting	
	EN:	4	IM:	4	RE:	3	SU:		3
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.							Improving	
	EN:	3	IM:	3	RE:	3	SU:		3
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.							Improving	
	EN:	3	IM:	3	RE:	3	SU:		3
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.							Improving	
	EN:	3	IM:	3	RE:	3	SU:		3

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
2.8	The institution provides programs and services for learners' educational futures and career planning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.9	The institution implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	

Learning Capacity Standards										Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	3	IM:	3	RE:	3	SU:	3	EM:	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably, so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	

## Assurances

Assurances are statements that accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances Met		
YES	NO	If No, List Unmet Assurances by Number Below
X		

## Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

<b>Institution IEQ</b>	<b>372.50</b>	<b>CIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
------------------------	---------------	-----------------------------	------------------------

## Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs, and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, with examples of programs and practices, and suggestions for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team's deliberations and analysis of the practices, processes, and programs of the institution organized by the levels of Initiate, Improve, and Impact. The narrative also provides the next steps to guide the institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified several themes from the review that support the continuous improvement process at Chain of Lakes Collegiate High School (COL). They include support for the mission, servitude, and effective resource allocations.

**The administration, faculty, and staff, under the auspices of Polk State College, collectively demonstrate actions to support the institution's purpose and dedication to desired student outcomes.** Chain of Lakes Collegiate High School (COL) stakeholders are universally committed to the school purpose and vision as demonstrated by their behaviors and decision-making. The school's administration, faculty, and staff have developed formal processes to collect, analyze, and use multiple forms of data to improve curriculum, instruction, and programs. COL is dedicated to a continuous improvement process where data are used to create information and insights to increase institutional effectiveness. The governing authority and school leadership collectively demonstrate a commitment to organizational effectiveness that supports teaching and learning through a commitment to professional learning opportunities, hence ensuring learner access to a highly-qualified and highly-effective faculty and staff. This commitment to institutional effectiveness has led to 100% graduation rate for the school's students the last three years with over 65% of students graduating high school with an associate's degree from Polk State College. The COL governing board, school leadership, and faculty implement, monitor, and adjust educational services and programs to ensure the educational futures and careers of students. Interviews with administration and faculty revealed a commitment to increase access to COL through community outreach opportunities. It is recommended that the school explore increasing such opportunities through the e-learning framework developed during the last year.

**COL is a student-centered school.** During the review of evidence and stakeholder interviews, it was evident that the school is a student-centered institution whose primary purpose is student success. All learners are provided equitable access to educational services. The overall culture of the school promotes student creativity, innovation and collaborative problem-solving. COL's administrators, faculty, and staff have fostered a culture that focuses on relationships. The school has a deeply ingrained commitment to building relationships with students, parents, community, and business partners to ensure students have access to educational experiences that will ensure future success. Students revealed that they are part of a COL family and appreciate the time and resources committed to their success by the school's administrators, faculty, and staff. The faculty at COL have adopted a relevant, rigorous, and aligned curriculum across all grades that meets the specialized needs of all learners and is informed by all stakeholders. School administration and faculty are committed to providing students access to a high-quality curriculum, while maintaining and achieving

high expectations for all learners. COL administration and faculty support grading and assessment practices to ensure all learners obtain the content knowledge and skills across all classrooms and programs by monitoring and adjusting instructional practices. During student interviews, students enthusiastically shared that school faculty frequently asks them to share their opinion and seeks their advice on how to increase student access to curriculum. Students took pride in the fact that they were able to help and their voices were valued at the school. Students are keenly aware that “the people here care about us.” The school has made a significant investment in digital resources to improve professional practice, student performance, and organizational effectiveness to ensure the success of all learners in a virtual learning environment. As such, it is recommended that the school continue to explore the opportunity to become a model of excellence in e-learning, while increasing community outreach opportunities that may provide a greater number of students access to a Chain of Lakes Collegiate High School educational experience, while adhering to its overall vision and purpose.

**The governing board and administration allocate substantial human, material, and fiscal resources to ensure the sustained growth and improvement of school operations.** COL is committed to providing access to resources and materials to support the curriculum, programs, and the needs of students, staff, and the institution. The school’s investment in students and staff was corroborated through all evidence and stakeholder interviews. COL’s dedication to professional development is evidenced in its recruitment, induction, and retention of personnel which includes the yearly allocation of \$5,250 per staff member for professional development. Additionally, COL has developed a culture of collaboration with the singular purpose of supporting student learning. COL has developed a unique culture where input is sought from students, staff, faculty, parents, and business partners and insights are implemented moving forward to ensure the sustained growth and improvement of the school. As a result, students, staff, faculty, parents, and business partners are actively engaged in the day-to-day activities of the school and are provided regular and consistent communication. It is recommended that the school continue this iterative process where all stakeholders have a voice in the school’s success. It is this process that has created a successful educational institution and the COL family.

**The school is focused on improving student achievement.** An analysis of the school’s improvement plan and initiatives indicated that the school is diligently working on improving student scores in mathematics, reading, and science. Specifically, the school is working on focusing students’ attention and skill on ACT test-taking strategies and how the school can facilitate student success in this assessment. Understandably, the school has found it necessary to work creatively because of the disruption caused by the pandemic – but the efforts being made are well articulated, adequately timed, and focused on improvement. The team recommends the school continue to monitor and adjust the improvement plan as necessary to accommodate remote learning and the challenges associated with high-stakes assessments.

The Chain of Lakes Collegiate High School is to be commended for the processes that have contributed to their success as an educational institution. The insights and suggestions offered may provide some guidance as the school considers next steps as it proceeds in its journey of continuous improvement.

## Next Steps

Upon receiving the Accreditation Engagement Review Report, the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.

## Team Roster

The Engagement Review Teams comprise professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and elect certification to provide knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. Angel R. Teron, Lead Evaluator	Dr. Teron is the psychometrician in the Lake County School District Office of Accountability and Assessment. Dr. Teron supervises the development of psychometrically sound, valid, and reliable assessments to inform ongoing instructional practice at the classroom, school, and district level. He provides support and professional development in all facets of curriculum design, curriculum development, instructional practice, and assessment development. Dr. Teron also facilitates the School Improvement Process (SIP) at the district level and collaborates with stakeholders to develop and implement strategies to achieve school and district goals. Dr. Teron is passionate about curriculum & instruction and the use of classroom, school, and district results to inform on-going instructional practices and increase student learning outcomes. Dr. Teron has a bachelor's degree in English literature, master's degree in educational leadership, Educational Specialist degree in curriculum & instruction, and a doctorate in curriculum and assessment.
Joan Belle-McGlockton	Joan Belle-McGlockton is a faculty administrator in the Department of Developmental Studies at Florida Agricultural and Mechanical University located in Tallahassee, Florida. She is responsible for working with freshman students who are considered at risk based upon grade point average. Prior to this position, Joan worked as a high school principal for nine years in the state of Florida. Under her leadership, schools improved in all areas academically. During the last seven years as principal, Joan and her leadership team maintained one of the highest graduation rates for students in the Big Bend area. Joan holds a Bachelor of Science degree in education, emphasis - communication; a Master of Education in administration and supervision, emphasis - curriculum and instruction; and a Master of Divinity degree, in pastoral care and counseling. Her experience as both a regular education and special education teacher has provided her with great insights into teaching and learning.
Nadia Hionides	Nadia Hionides is the principal of the Foundation Academy in Jacksonville, Florida. She has a bachelor's degree in special education and a master's degree in educational administration. Principal Hionides has twenty years of experience accrediting schools through Cognia and the National Independent Private School Association. She is the founder of the Jacksonville, Florida Science Festival and a proponent and actively engaged educator of project inquiry-based learning.

Team Member Name	Brief Biography
Kristy Munafo	<p>Kristy Munafo has been an administrator with Monroe County Schools since 2003. Kristy earned her master's degree in educational leadership from The Florida State University. Her bachelor's degree was earned at Nova Southeastern University in exceptional student education. She has spent the past six years at a high school and was at a K-8 school prior to that. She also serves as the district induction coordinator for new/beginning teachers and mentors. In this capacity she works closely with the professional learning department. In addition, Kristy is the testing coordinator for standardized assessments. At the state level, Kristy has been involved in professional development protocol reviews, professional development training, and the clinical educator redesign. Kristy also worked with Public Consulting Group (PCG) presenting Florida Standards implementation for teachers and administrators in charter schools.</p>

## References and Readings

- AdvancED. (2015). Continuous Improvement and Accountability. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>
- Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.
- Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>
- Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>
- Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from [https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation\\_continuous-improvement\\_2013.05.pdf](https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf)
- Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.
- Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.

