

The School District of Lee County

Allen Park Elementary School



2016-17 Schoolwide Improvement Plan

Allen Park Elementary School

3345 CANELO DR, Fort Myers, FL 33901

<http://alp.leeschools.net//>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**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 Lee 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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Allen Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To be a high performing school community inspiring high performing lifelong learners

b. Provide the school's vision statement.

Today's Learners...Tomorrow's Leaders

2. School Environment

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

Allen Park Elementary School uses a variety of techniques to learn about the culture of students. A variety of family events are held to allow the families of our students and staff to engage with one another. We start the year with Meet the Teacher, an event to initially meet and become familiar with one another. We also offer Love and Logic classes to assist parents with consistent home school communication. Curriculum Night, Family Fall Festival, grade level parent-student luncheons, PTA, and Watch D.O.G.S. are a few other events that promote communication and relationships that foster a consistent stakeholder relationship. All teachers make contact either by phone or in a parent-teacher conference within the first 2 weeks of school. This initial contact stresses the positive to foster a foundation of open communication between home and school. Agendas and Parent Link are other means of communication between our teachers and parents. Notes are written back and forth and assignments are written so parents can support the learning taking place at school.

Our ESOL reports are reviewed and data is used to identify ELL students and initial background information that helps the school better get to know their families. The parents are invited to attend parent committees at both the district and school level. Additionally, our SAC committee is reflective of our school culture and incorporates parents' input into decisions. We have bilingual staff members that translate for Spanish, Haitian-Creole, Italian, French, and American Sign Language for our families. Parent Link messages are sent via phone call in both, English and Spanish.

Relationships between students and teachers are built from day one at Allen Park. Our teachers provide students with an environment where students feel safe and secure. By having detailed background knowledge about special needs, strengths and areas in need of improvement, teachers create a safe learning environment in which students take risks in their learning. An environment in which mistakes create opportunities for learning, all stakeholders rely on the strong relationships we build on our campus. Students are encouraged to share family information through student of the week presentations, family tree projects and lessons that support a variety of cultures encompassed in the classroom. We have also implemented a mentoring program where teachers mentor with students.

Teachers also build relationships with students through small group center activities and Kagan structures which are infused throughout our instructional day. Students are given multiple opportunities to meet within small groups with both the teacher and peers. Teachers can assess the needs of students within small groups and develop relationships with students by getting to know each one. In addition, Kagan activities allow students to participate in cooperative learning with other students as they are encouraged by teachers to share their information with fellow students.

Allen Park teachers use the Accelerated Reader program to develop one on one relationships with students. Teachers meet with individual students each day during a regularly schedule reading time. Teachers discuss goals, reading habits, and questions or concerns with each student throughout the week. Students build the home school relationship by sharing data about their success and discussing what they're reading with family members.

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

Allen Park's behavioral expectations also serve to facilitate an environment where all students feel safe and respected. We incorporate into our culture R2S2, which represents Respect, Responsible, Smart, and Safe. This culture encourages all students to actively utilize each component through their actions and decision making opportunities. As a school that utilizes a positive behavior support (PBS) program, students are frequently recognized for making good choices and being peer models for R2S2.

Using visuals, such as blue lines painted on the sidewalk throughout the campus, students are able to travel safely, using them as a guide. Kindergarten and Pre-K student use a "train" system to model moving safely throughout the campus. Recognition is given to classes in the form of "Blue Line Walker Awards" for their safe and orderly conduct in the hallways. The classes are given school-wide recognition in the daily news. Additionally, Fifth grade patrols assist with monitoring safe movement throughout campus.

Students are recognized for positive leadership choices by being awarded a "Positive Principal Pass". This creates the opportunity for students to serve as positive role models for their peers. They are also recognized by the Principal.

Monthly character words are introduced and utilized on our campus as another form of encouraging students to value the feelings of others.

Allen Park is a bucket filling school. Every classroom within our school uses the philosophy of "bucket filling" and not "bucket dipping". This philosophy encourages students and staff to use our words and actions to encourage one another. Teachers, paraprofessionals, office staff, and administration all support the concept of bucket filling and reinforce it regularly throughout the school campus. Students recite a bucket filling pledge each morning which is modeled daily on the morning news.

Students set goals for their personal reading progress in the Accelerated Reader (AR) program. They monitor their personal progress and conference with their teacher on a regular basis. Students who reach these goals participate in quarterly celebrations.

Outside of the traditional school day we offer a Before and After School Program (BASP) that carries on our R2S2 motto and reinforces making good choice. Before school, students can participate in our Running Club. This club is well respected throughout the greater community and has a high rate of participation. Students who may not excel academically, may shine in this forum. It creates an opportunity for students to share their strengths outside the classroom, aside from academics. It also is related to a program called Walk for Water that donates a water filtration system to Kenya. Our students learn that they can help others in our world just by walking/running in the mornings. In addition, our BASP creates opportunities for students learn and model good study habits as they work with counselors on homework assignments. They also participate in planting a school garden which provides lessons beyond horticulture. This project develops responsibility and respect for the environment. Students are also part of the harvesting and preparation of food so that they may

sample their fruits of labor. Students are able to share their talents in a safe and secure environment that is outside the academic setting.

c. 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.

The school-wide behavioral system establishes expectations for all students through R2S2. Classroom Dojo is an interactive student and teacher program that provides all stakeholders with the opportunity to monitor positive and negative choices that impact the learning of each individual. Everyone is trained in the 4 expectations for students and staff and the importance of creating a positive school culture.

Expectations for Respectful, Responsible, Safe and Smart behavior choices are intentionally taught in the classrooms by classroom teachers, by additional staff in special area subjects, and specific areas of the campus.

On the morning news, administration highlights specific areas of positively observed behavior to encourage future positive choices. Additionally, on the morning news, the Words of Wisdom program is utilized to make students aware of behavioral expectation and how to go about implementing the expectations. Selected students are also recognized as "Student of the Week" every Friday for their leadership and positive interactions modeled in the classroom.

Using a color-coded cup system in the cafeteria, students are provided the opportunity to self-monitor their behavior choices beginning with the end in mind.

In addition to the R2 S2 expectations, we have established and continue to reinforce the Bucket Fillers program. A daily reinforcement of positive behavior also takes place through the Bucket Fillers Pledge which is recited on the school-wide news and reinforced throughout the day and campus with use of the language/terminology from the Bucket Fillers program. Each Thursday, Bucket Fillers are recognized on the School-wide News program for their positive choices.

Reward and discipline systems are managed by classroom teachers for all students, and more serious offenses are handled by the Office Discipline Referral system. Students who are receiving MTSS Tier 2 and Tier 3 services receive additional support, incentives, rewards from special area and administrative staff.

Consistency is maintained through training and a team approach to the MTSS system of progress monitoring. The team approach ensures that expectations, evaluation, reward and consequence systems maintain objectivity and equity.

In addition to students and staff, parents are encouraged to actively engage in their children's academic and social development. Open communication with parents takes place through the daily agenda, parent-teacher conferences, school wide newsletters, and parent training using the Love and Logic curriculum.

d. 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.

The social emotional needs of all students are monitored on daily basis through a collaborative approach to teaching and learning. Using teacher and staff observations and interactions, parent communications, and consultation with our curriculum, counseling and psychology service providers, we are able to assess and manage the needs of children through their changing developmental stages and life circumstances. Students who are in need of additional support are referred to the

MTSS process, school counseling services, special area teacher/mentors and to outside social service providers.

To promote social interaction among peers, students are guaranteed a daily 15 minute recess. During this time the students build relationships with their classmates.

We partner with the Seven Lakes Men's Community Club. They also make material and monetary donations for teachers to meet the students' social needs. Students benefit from these donations when they travel off the school campus into the community for community learning projects. We have volunteers to assist in classrooms to work one-on-one with students, giving them personal attention to meet emotional and academic needs.

Students participate in community service projects, such as the Salvation Army Canned Food Drive and Red Kettle Christmas Campaign to learn the importance of being responsible stewards of their community. In addition, individual classrooms have multiple organizations that they work with to contribute toward such as the Humane Society.

Our school's campus is made available for outside community organizations, such as the Boy Scouts.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Allen Park continually provides teachers and families with opportunities to build positive relationships. Through our PTA, parent volunteer program, and WatchDOGS program, parents are encouraged to be actively engaged in the activities of our school. PTA schedules and runs many activities throughout the school year to bring families into the school such as a Boo Hoo Breakfast, Zoomers Amusement Complex, Jason's Deli, Skate Nights, and Spring Fling. Our school promotes and encourages family involvement in school activities such as Accelerated Reader celebrations, classroom presentations, Power of Parents (Curriculum) Night, Grade level luncheons, Quarterly Awards Ceremonies, and Grandparents Day activities.

The mission and vision of our school are displayed throughout the campus in all classrooms, office areas and cafeteria. Our daily School News program and monthly newsletters display both the vision and mission for all stakeholders to view. Our online resources also use banners to display these. Progress reports are sent home to parents on a weekly basis. The report includes current grades, comments on student behavior as needed, Accelerated Reader progress, and requests, as needed, for parent conferences. Parentlink is another method for communicating with parents. Teachers recently received training on utilizing Parentlink and are using this resource to inform parents of classroom events, student progress, and other classroom information. On a daily basis, teachers and parents communicate through the daily agenda. This enables teachers to communicate more frequently than waiting to report any improvements or concerns, prior to the weekly progress report. Teachers also invite families to participate in grade level or classroom level special projects or units of

instruction. Parents are actively involved in mentoring, monitoring small groups activities within teacher's classrooms, and even help support classrooms by working on special projects at home and returning them to teachers to help support students' learning.

2. 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.

Allen Park partners with many local organizations and businesses in an effort to support student achievement. Administration and teachers actively solicit our local community to enlist the support of businesses and organizations. In addition, parents generously bring forth donation from their personal businesses and those they have received donations from.

- * PTA - donates money to each teacher to be used for students
- * Publix - donates many supplies throughout the school year to be utilized by teachers
- * Seven Lakes - monetary donations
- * Laces for Love - student participation in collecting new and gently used shoes
- * Adopted grandparents - volunteers time in classrooms to assist with student learning
- * Local news - two local news anchors volunteer in our classrooms to support learning
- * VFW - donates school supplies annually
- * Rotary Club - donates dictionaries to our third grade students annually
- * Foundation for Lee County Schools - provides resources to teachers and students, provides resources for student such as clothing, medical hearing evaluations, and more
- * Mason's Men's club - monetary donations
- * Future Educators of America - reads to students
- * Fort Myers High School Band - Young Author's Club
- * Game Guys - donates game trailer at a discounted cost to reward students for meeting their reading goals
- * Moonwalk and More - donates bounce house at a discounted cost to reward students in meeting their reading goals
- * Direct Impressions - discounted services to print school calendar and handbook to inform stakeholders of academic events and school information
- * Carson's Scholars Fund - accentuates student achievement and recognizes individuals with monetary rewards
- * Higgins the Search and Rescue Dog - volunteers in our Hearing Impaired classrooms
- * Box Tops for Education - monetary donations are made directly to classrooms for student needs

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Eastridge, Lisa	Principal
Metzger, Stephanie	Assistant Principal
Patti, Susan	School Counselor
Sidwell, Jennifer	Instructional Coach
Wagener-Pachivia, Renee	Teacher, ESE
Foster, Sandra	Instructional Media
Fetterhoff, Cynthia	Teacher, K-12
Philpott, Dana	Teacher, K-12
Bocchino, Katie	Teacher, K-12
Staehle, Carolyn	Teacher, K-12
Orlando, Peggy	Teacher, K-12
Schneider, Leah	Teacher, ESE
DeProfio, Laura	Teacher, K-12
Roberts, Tamika	Teacher, K-12

b. Duties

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

The roles of each member are as follows:

Teacher

Administration utilizes the membership of the School Leadership Team (SLT) as part of the problem solving process. Team members share in the decision making for the school. They discuss problems or decisions that need to be made and come to consensus with full knowledge of implications and details to share with their PLCs.

SLT members support their PLC members with scheduling, modeling and sharing best practices, organizing data review sessions, and facilitating WIN time for remediation and enrichment. In addition, they identify opportunities for growth within both the instructional staff and student body and collaborate on possible ideas to address concerns.

Curriculum Specialist

The curriculum specialist supports PLCs modeling and sharing best practices as well as facilitating data review work sessions, in which teachers work in PLCs to review data as it relates to SIP goals.

As a district liaison, information on District initiatives, programs, and support are brought back to PLC members and shared through training or materials review. Information about standards, assessment or academic plan changes are also brought to the SLT.

In addition, regular review of data identifies opportunities for growth within both the instructional staff and student body to share with the team so they may take the information back to their PLCs.

Principal/Assistant Principal

- Provide or coordinate valuable and continuous professional development

- Assign paraprofessionals to support MTSS implementation when possible
 - Attend MTSS Team meetings to be active in the MTSS change process
 - Conduct classroom Walk-Throughs to monitor fidelity
- Guidance Counselor/Curriculum Specialist
- Often MTSS Team facilitators
 - Schedule and attend MTSS Team meetings
 - Maintain log of all students involved in the MTSS process
 - Send parent invites
 - Complete necessary MTSS forms
 - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers

2. 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.

An organization flow chart is administered throughout the school. Teachers share concerns with grade level chairs who discuss those needs with our curriculum specialist. The curriculum specialist shares questions and concerns with administration who discusses what resources are available to meet the needs of our teachers and students. If necessary, district personnel would be contacted and resources would be acquired through the proper channels.

The MTSS Problem-Solving team at Allen Park Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comparison of cohort schools at the district level, classrooms by teacher, and individual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

WIN (What I Need) - Teachers meet regularly in Professional Learning Communities to address the

continuing needs of all students. Grade levels work together to identify student needs and organize groups of students to work weekly in a classroom to maximize opportunities for student growth of a particular skill or strategy. School leadership works closely with the grade levels to provide resources and address concerns as needed. Our Professional Development Resource Teacher contacts grade level chairs and teachers weekly to offer support and provide ideas for WIN activities.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa Eastridge	Principal
Jennifer Sidwell	Teacher
Oswaldo Munoz	Education Support Employee
Sherry Tobler	Education Support Employee
Shawn Ward	Education Support Employee
Marie Auchmuty	Education Support Employee
Stephanie Metzger	Principal
Jacquelyn Ali	Teacher
Julie Martinez	Parent
Sara Caldwell	Teacher
Mary Higginson	Parent
Jennifer Varnado	Parent
Megan Estremera	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

During the initial SAC Meeting for each academic year, Allen Park's SAC, is presented with the High Stakes evaluation results from the previous school year. The Committee then reviews the previous year's goals, and actions to aid in accomplishing the goals. The committee will discuss the effectiveness of the actions taken in respect to our progress toward meeting our goals. Our SAC then will engage in a collaborative discussion to determine if previous actions intended to yield gains should continue to be implemented or revised.

b. Development of this school improvement plan

SAC members work with the school team to create SIP. During a SAC meeting members review the SIP and are provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revocation of the drafted SIP.

c. Preparation of the school's annual budget and plan

Mrs. Eastridge, the school's principal, is responsible for the school's budget. Decisions are made to align with improvement goals in the SIP and support student learning. She shares with the committee any budgetary provisions that are made to aid in the progress toward reaching SIP goals.

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

There were no funds last year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Eastridge, Lisa	Principal
Metzger, Stephanie	Assistant Principal
Sidwell, Jennifer	Instructional Coach
Foster, Sandra	Instructional Media
Staehle, Carolyn	Teacher, K-12
Wagener-Pachivia, Renee	Teacher, ESE
Bocchino, Katie	Teacher, K-12
DeProfio, Laura	Teacher, K-12
Fetterhoff, Cynthia	Teacher, K-12
Orlando, Peggy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Students work to achieve personal goals that are established based on their individualized reading levels. Each student meets to conference with their teacher to review individual progress on meeting genre goals, comprehension goals, and discuss areas of strength and opportunities for grow. The school encourages students to achieve personal goals, so that they may participate in quarterly school-wide reading celebrations.

Additionally, students are recognized on our school news when they meet specific reading goals such the accomplishment of becoming a "Millionaire Club" member, a student who has read a million words or an honors reader who has read a specific number of classic books, such as Tom Sawyer.

Students are encouraged to become young authors and illustrations through an annual "Author's Parade". Students author, illustrate, and publish fiction and non-fiction stories that are reviewed by a panel of judges. The top choice authors are permitted to participate in the "Annual Author's Parade" which incorporates stakeholders throughout school and larger the community. The parade is a community and school-wide event that celebrates budding literacy in our young students.

Additionally, students are provided the opportunity to participate on the school's Book Battle Team. The team members have completed books on the Sunshine State Readers List. The review, discuss

and practice answering questions about these books at the school level. They then participate in competitions across at the District level to finalize the District Champions.

D. Public and Collaborative Teaching

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

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

Allen Park is a Professional Learning Community (PLC). Within the school-wide PLC, there are smaller PLC's made up of grade level teams. This allows teachers the benefits of learning and sharing with more than one PLC. In addition, they are members of performance group PLCs or special area PLCs.

Within these learning communities, teachers use the standards to reach consensus and establish essential learning outcomes for all students. Once these are determined, the community works to establish common formative assessments that are used to determine the needs of students. Data will be reviewed by the community for error analysis and creation of enrichment or remediation groups to meet individual student needs. In addition, the team will share best practices, plan co-teaching lessons, provide resources, and use the academic plan to insure the curriculum is fair and viable for all students.

School leadership has developed grade level PLCs with a deep knowledge of individual teacher's strengths and areas in need of development. They have paired groups to accommodate for these strengths and areas in need of development. In addition, when creating the master schedule, administration has created a flex-schedule in which teachers are guaranteed a minimum of 50 minutes of PLC time weekly. In addition, grade level PLCs have a common 40 minute planning period every day.

Through purposeful design, administration has planned for common grade level classrooms to be located within close proximity to one another. This provides opportunities for teachers to co-teach and have students move to another classroom to better have their needs met. During WIN Time (What I Need) students meet with teachers that have lessons specifically designed for students' needs. Some will benefit from additional practice, some require enrichment, while others benefit from reteaching. This assignment of students for WIN Time is a collaborative effort of grade level PLCs. They work together to plan and insure students' needs are being met.

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

The administration believes that the development and retention of highly qualified teachers begins with the first day the teacher is hired. During preschool there is a meeting with all teachers new to Allen Park. The focus of this meeting is to share school policies and procedures, review the school curriculum binder, discuss the information in the instructional staff handbook, and tour the school campus. New teachers or teachers who are new to Allen Park are assigned peer mentors and meet regularly. Regular meetings of new teachers with the administration and curriculum specialist are scheduled to insure they are getting the support they need, trouble shoot, and share positive feedback.

Staff will participate in continuing professional development and Professional Learning Communities (PLCs) to plan for the implementation of the Florida Standards for College and Career Readiness. The PLCs provide teachers support with planning, teaching, assessing, and monitoring student progress with the support of their colleagues. Working together as a PLC strengthens the retention of teachers as they realize they are working together to facilitate learning.

Within our school, students are assigned to teachers based on their performance. This creates a narrower range of performance, to better target teaching based on the students' needs and maximize the learning. Within this structure of performance class assignment, there are teachers who have students

who demonstrate the most success with maximum support systems in place. Adult support (highly-qualified paraprofessionals) work daily with students in all of our supported classrooms for their 120 minute reading block. In addition, our special education teachers co-teach with our gen ed teachers to provide support within the classroom setting. This support benefits all students as more small group instruction with immediate corrective feedback and praise can be provided. In addition, the curriculum specialist and guidance counselor provide teachers support for students not succeeding academically and/or behaviorally through the MTSS process.

Many stakeholders contribute to our ability retain highly-qualified and effective teachers. One such group is our Active Volunteer Program that provides support in the classroom with adults working with students. Watch DOGS (Dads of Great Students) are also available to volunteer and mentor students. They are able to provide support and enable teachers to provide more small group and individualized time with students.

A Strong partnership with our PTA resulting in all teachers receiving a \$250.00 grant yearly for the purpose of purchasing classroom materials. This partnership also provides additional technology and library purchases for classrooms. These supports are beneficial, both professionally and emotionally, to teachers and aid in retaining teachers and make Allen Park a highly sought after school in our district by parents and teachers.

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

The administrators schedule a meeting during preschool with first year teachers and teachers new to Allen Park. The focus of the meeting is to share school policies and procedures, review the school curriculum binder, discuss the information in the instructional staff handbook, and tour the school campus. First year teachers or new teachers to Allen Park are assigned peer mentors who have been trained in the mentoring process. New teachers meet weekly with assigned peers. Teachers are members of a school-wide PLC, in addition they are members of smaller grade level, performance group, and possibly special needs PLCs. First year teachers are offered the opportunity to visit and observe in other classrooms on an as-needed basis. First year teachers participate in the district's A.P.P.L.E.S program and create an Individualized Professional Development Plan that is monitored by school administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Allen Park has representatives that are part of a District-wide team that exams materials up for adoption. These curricular materials are pre-approved at the state level and then are reviewed by the district-level review team. The materials are evaluated to the degree to which they address the standards, and the level of rigor. Once the District adopts these instructional materials, the teachers have access to District-wide academic plans that create a scope and sequence that aligns to the State's standards. This academic plan, lists the curriculum resources to assist with helping students achieving mastery of the standards.

Teachers at each grade level serve on District Leader PLC's to gather information and share with their peers at the school level. This ensures all standards are being taught for mastery with consistency across the district.

b. Instructional Strategies

1. 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.

Allen Park Elementary School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses

assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Teachers utilize this data to determine if remediation, additional practice, or enrichment is required for students. This information is used to differentiate instruction which may occur in small group or 1:1 instruction. This data is also utilized for assignment of students during their WIN Time (What I Need). During this time, teachers collaborate on activities that are highly engaging and are targeted to meet students needs, based on the level of proficiency in a skill or on a concept that will aid them in the mastery of the standard. For those already demonstrating proficiency, the activities are enriching and may be of a higher level of rigor and application. For those who are approaching proficiency, additional interactive practice may be utilized or peer teaching to firm up the skills. Teachers may use multiple-modalities and interactive lessons with students that are not proficient which may teach students in a new way that may better suite their needs or personal learning style.

Grade Level Math Leaders will be trained on how to score the math assessments in "Unify". Unify aligns with the testing and answering modes in FSA. They will then train their peers at the school level.

Teachers will use a variety of data information systems to organize, monitor, and evaluate student progress and implement strategies accordingly.

2. 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:

NA

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. Families are provided with a tour of the campus, information about the school's history and make-up of our student population. They receive a glimpse of what the day in the life of a Kindergarten student looks like. School staff talks about curriculum, classroom assignment, special areas, safety and security, as well as lunch and recess. During this time, the families are able to enter the classrooms and see learning in action, as well as ask questions about our school.

Upon assignment to Allen Park from the District's Student Assignment Office, Our information Specialist mails letters to the families of students welcoming them. They then receive a follow-up phone call in which they are scheduled to bring their incoming Kindergarten student for a screening of their Kindergarten readiness skills. During that phone call the parents receive a description of what will occur and how long they should plan on being on our campus. When the families arrive for the screening, they are greeted and given an informational packet. They are asked to complete an student informational sheet about their child and they are provided information about our before and after school program. The families are escorted to our media center where the Kindergarten team of teachers will greet the students and then assess them in a fun game-like format. When the screening is completed, the teacher will speak briefly with the parent to retrieve the informational sheet and answer any questions the parent may have.

During the annual "Meet the Teacher" event, students and parents have the opportunity to view the campus, visit their child(ren)'s classrooms, meet the teacher, preview curriculum materials, and become familiar with the daily procedures of eating, transportation, and inform the teacher of any health or learning concerns.

All students are assessed prior to or upon entering Allen Park within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Students moving to the next grade level at a new school are prepared due to teachers following the academic plan and continuity of instructional materials across the district.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.***
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.***
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.***
- 4. 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.***

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Decrease Out of School Suspensions by 20 percent from the 2015-16 school year

G2. Allen Park student learning gains will increase in mathematics.

Strategic Goals Detail

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

G1. Decrease Out of School Suspensions by 20 percent from the 2015-16 school year 1a

G082869

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	81.0

Targeted Barriers to Achieving the Goal 3

- Parental Support
- Lack of student knowledge of school behavioral expectations

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS

Plan to Monitor Progress Toward G1. 8

Out of School Suspension reports

Person Responsible

Stephanie Metzger

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Out of School Suspension reports

G2. Allen Park student learning gains will increase in mathematics. 1a

G082870

Targets Supported 1b

Indicator	Annual Target
Math Gains	66.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Renaissance Place technical issues
- consistency across school for common tools to improve fact fluency

Resources Available to Help Reduce or Eliminate the Barriers 2

- Progress Monitoring using Math STAR 360
- Math Fact Fluency Program & Training
- Standards based computer programs, such as Compass, iXL, and Math Facts

Plan to Monitor Progress Toward G2. 8

Leadership team meeting analyzing progress of students on Math STAR 360.

Person Responsible

Jennifer Sidwell

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

Evidence of Completion

Leadership meeting minutes and Math STAR 360 Reports

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. Decrease Out of School Suspensions by 20 percent from the 2015-16 school year **1**

 G082869

G1.B1 Parental Support **2**

 B219654

G1.B1.S1 Invite parents to attend a behavioral meeting including incentives such as snacks. **4**

 S231974

Strategy Rationale

Establishing partnership with parents will increase parent buy in to increase parent support.

Action Step 1 **5**

Individual parent meetings

Person Responsible

Stephanie Metzger

Schedule

On 5/26/2017

Evidence of Completion

Documentation of parent contact and parent conference meeting minutes

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

Quarterly analysis of referrals

Person Responsible

Stephanie Metzger

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Quarterly report of referrals

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

Quarterly suspension count

Person Responsible

Stephanie Metzger

Schedule

Quarterly, from 8/10/2016 to 5/26/2017


Evidence of Completion

Suspension count reports kept on file

G1.B2 Lack of student knowledge of school behavioral expectations **2**

 B219655

G1.B2.S1 Daily Words of Wisdom program presentation on morning news **4**

 S231975

Strategy Rationale

Provide all students with strategies for meeting behavioral expectations

Action Step 1 **5**

Use Words of Wisdom Program

Person Responsible

Susan Patti

Schedule

Daily, from 9/19/2016 to 5/26/2017

Evidence of Completion

Lessons completed

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Daily scheduled slot on morning news

Person Responsible

Susan Patti

Schedule

Daily, from 9/19/2016 to 5/26/2017

Evidence of Completion

Morning News

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Quarterly referral counts

Person Responsible

Stephanie Metzger

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Referral Report

G1.B2.S2 Monthly grade level guidance lesson 4

 S231976

Strategy Rationale

Proactively provide students with tools and skills to enhance positive interactions with others.

Action Step 1 5

Person Responsible

Schedule

Monthly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Monthly google sheet sign up calendar; exit tickets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Google Sheet Sign up Calendar

Person Responsible

Susan Patti

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Exit tickets and lesson plans will be completed

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Exit Ticket

Person Responsible

Schedule

Monthly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Analysis of Exit Ticket Responses

G2. Allen Park student learning gains will increase in mathematics. 1

 G082870

G2.B1 Renaissance Place technical issues 2

 B219656

G2.B1.S1 Monitor accessibility of program and communicate to teachers, adjust assessment schedule as appropriate, and continue to progress monitor through Ren Place 4

 S231977

Strategy Rationale

Monitoring accessibility and increased communication with teachers will increase fidelity of Math STAR 360 implementation.

Action Step 1 5

Teachers will give the Math STAR 360 assessment as a baseline and quarterly to monitor student math performance growth.

Person Responsible

Jennifer Sidwell

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

Evidence of Completion

Math STAR 360 Screening Reports

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

Correspondence via emails and/or phone calls

Person Responsible

Jennifer Sidwell

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

Evidence of Completion

Documentation of correspondence archived with reading specialist

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

Grade Chair Feedback at monthly leadership meetings

Person Responsible

Jennifer Sidwell

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

Evidence of Completion

Leadership meeting minutes

G2.B2 consistency across school for common tools to improve fact fluency **2**

 B219657

G2.B2.S1 Teachers will be provided with Math Fact Fluency Program and initiatives to motivate students self-progress. **4**

 S231978

Strategy Rationale

Providing all teachers with the same program and program guidelines will ensure consistent implementation of approach to building math fact fluency.

Action Step 1 **5**

Present program in faculty meeting.

Person Responsible

Lisa Eastridge

Schedule

Evidence of Completion

PowerPoint for presentation

Action Step 2 **5**

Share Math Fact Fluency Program Tools and Guidelines to Teachers

Person Responsible

Lisa Eastridge

Schedule

Daily, from 8/4/2016 to 3/31/2017

Evidence of Completion

Sharepoint Documents

Action Step 3 5

Providing of program's daily copies for student practice/homework sheets to teachers

Person Responsible

Lisa Eastridge

Schedule

Daily, from 8/15/2016 to 3/31/2017

Evidence of Completion

Student Data folders & Class Data Charts (records student performance on sheets)

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

Teachers will monitor student progress within the program.

Person Responsible

Lisa Eastridge

Schedule

Triannually, from 8/15/2016 to 3/31/2017

Evidence of Completion

Student Pre, mid, and post tests.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student performance on Math STAR 360

Person Responsible

Jennifer Sidwell

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

Evidence of Completion

Math STAR 360 Screening Report

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.A1 A296672	Present program in faculty meeting.	Eastridge, Lisa	8/4/2016	PowerPoint for presentation	No End Date one-time
G2.MA1 M300088	Leadership team meeting analyzing progress of students on Math STAR 360.	Sidwell, Jennifer	8/15/2016	Leadership meeting minutes and Math STAR 360 Reports	3/31/2017 quarterly
G2.B1.S1.MA1 M300084	Grade Chair Feedback at monthly leadership meetings	Sidwell, Jennifer	8/15/2016	Leadership meeting minutes	3/31/2017 quarterly
G2.B1.S1.MA1 M300085	Correspondence via emails and/or phone calls	Sidwell, Jennifer	8/15/2016	Documentation of correspondence archived with reading specialist	3/31/2017 quarterly
G2.B1.S1.A1 A296671	Teachers will give the Math STAR 360 assessment as a baseline and quarterly to monitor student math...	Sidwell, Jennifer	8/15/2016	Math STAR 360 Screening Reports	3/31/2017 quarterly
G2.B2.S1.MA1 M300086	Student performance on Math STAR 360	Sidwell, Jennifer	8/15/2016	Math STAR 360 Screening Report	3/31/2017 quarterly
G2.B2.S1.MA1 M300087	Teachers will monitor student progress within the program.	Eastridge, Lisa	8/15/2016	Student Pre, mid, and post tests.	3/31/2017 triannually
G2.B2.S1.A2 A296673	Share Math Fact Fluency Program Tools and Guidelines to Teachers	Eastridge, Lisa	8/4/2016	Sharepoint Documents	3/31/2017 daily
G2.B2.S1.A3 A296674	Providing of program's daily copies for student practice/homework sheets to teachers	Eastridge, Lisa	8/15/2016	Student Data folders & Class Data Charts (records student performance on sheets)	3/31/2017 daily
G1.MA1 M300083	Out of School Suspension reports	Metzger, Stephanie	8/10/2016	Out of School Suspension reports	5/26/2017 quarterly
G1.B1.S1.MA1 M300077	Quarterly suspension count	Metzger, Stephanie	8/10/2016	Suspension count reports kept on file	5/26/2017 quarterly
G1.B1.S1.MA1 M300078	Quarterly analysis of referrals	Metzger, Stephanie	8/15/2016	Quarterly report of referrals	5/26/2017 quarterly
G1.B1.S1.A1 A296668	Individual parent meetings	Metzger, Stephanie	9/2/2016	Documentation of parent contact and parent conference meeting minutes	5/26/2017 one-time
G1.B2.S1.MA1 M300079	Quarterly referral counts	Metzger, Stephanie	8/15/2016	Referral Report	5/26/2017 quarterly
G1.B2.S1.MA1 M300080	Daily scheduled slot on morning news	Patti, Susan	9/19/2016	Morning News	5/26/2017 daily
G1.B2.S1.A1 A296669	Use Words of Wisdom Program	Patti, Susan	9/19/2016	Lessons completed	5/26/2017 daily
G1.B2.S2.MA1 M300081	Exit Ticket		9/5/2016	Analysis of Exit Ticket Responses	5/26/2017 monthly
G1.B2.S2.MA1 M300082	Google Sheet Sign up Calendar	Patti, Susan	9/5/2016	Exit tickets and lesson plans will be completed	5/26/2017 monthly
G1.B2.S2.A1 A296670	[no content entered]		10/10/2016	Monthly google sheet sign up calendar; exit tickets	5/26/2017 monthly

V. Professional Development Opportunities

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

G2. Allen Park student learning gains will increase in mathematics.

G2.B1 Renaissance Place technical issues

G2.B1.S1 Monitor accessibility of program and communicate to teachers, adjust assessment schedule as appropriate, and continue to progress monitor through Ren Place

PD Opportunity 1

Teachers will give the Math STAR 360 assessment as a baseline and quarterly to monitor student math performance growth.

Facilitator

Jennifer Sidwell

Participants

Classroom Teachers

Schedule

Quarterly, from 8/15/2016 to 3/31/2017

G2.B2 consistency across school for common tools to improve fact fluency

G2.B2.S1 Teachers will be provided with Math Fact Fluency Program and initiatives to motivate students self-progress.

PD Opportunity 1

Present program in faculty meeting.

Facilitator

Lisa Eastridge and Stephanie Metzger

Participants

Teachers

Schedule