

SPOTLIGHT SCHOOLS 2011-12

EXECUTIVE SUMMARIES OF SPOTLIGHT SCHOOL AWARDEES

Appleton Area School District - Edison and Horizons Elementary Schools

Areas of Focus: Teaching and Learning; Decision Making and Accountability

Key Descriptors: Coaching, Data-Based Decision-Making, Interventions, School Improvement Planning/Process

School Website and Phone:

Edison – www.aasd.k12.wi.us/Edison (920)832-6235

Horizons – <http://www.aasd.k12.wi.us/Horizons> (920)832-4600

Visitors to Edison and Horizons Elementary Schools will learn how the Continuous School Improvement Process (CSIP) drives the work of these schools toward meeting the learning needs of all students through a combination of thoughtful data-driven decision making, meaningful professional development, and focused interventions for students who need additional behavioral and academic support. Other highlighted areas that educators can learn about include: a schoolwide system for Response to Intervention, professional learning communities, individualized support to teachers with math and literacy coaches, and a student goal-setting process. With its emphasis on data-driven decision making, the schools will share how they collect and analyze a variety of assessments that allow staff to review individual student mastery of content, as well as look across classrooms in an effort to collaboratively develop building goals and strategies for improvements.

Visiting teams can experience either a Math Spotlight Day or a Reading/Writing Spotlight Day. In addition to learning more about the CSIP process, visitors will develop an understanding of the schools' curriculum and meet with the coaches who support the classroom teachers. Participants will observe practices being implemented in the classrooms as well as learn about specific student interventions.

School District of Beloit - Gaston Elementary

Areas of Focus: Teaching and Learning; Decision Making and Accountability

Key Descriptors: Professional Learning Communities, Student Intervention Teams, data-driven decisions

School Website and Phone: <http://www.sdb.k12.wi.us/gaston> (608)361-2300

A comprehensive and coherent approach to transforming a school will be apparent to visitors to Gaston Elementary School. Various structures work together to benefit all students, including: co-teaching teams that reduce class size; flexible grouping based on continual assessments of students; active and effective professional learning communities that drive instructional action plans; and systematic strategies for implementing interventions.

Communication with parents to share student progress is on-going and varied. While staff are working to implement strategies to support students, they continue to make the link between behavior and academics.

Visiting teams will have the opportunity to discuss with some members of the RtI/PBIS Leadership Team the data analysis process and action plan development. Visitors will be able to observe a Student Intervention Team meeting, reviewing student data and planning for student programming and interventions. They will also be able to observe teaching staff participate in a professional learning community to see how data-driven decisions are made as well as observe interventions.

Bruce School District - Bruce Middle School

Areas of Focus: Teaching and Learning; Vision

Key Descriptors: Assessment, Common Planning Time, Problem-Solving Based Curriculum

School Website and Phone: <http://www.bruce.k12.wi.us> (715) 868-2585

Staff at Bruce Middle School continually work to promote a culture of innovation and risk-taking by critically analyzing and implementing new, research-based curriculums. Visitors to Bruce Middle School will learn about the curriculum mapping process where maps are updated yearly to identify monthly content, objectives, instructional strategies, and assessments. Visitors to the school will also learn about the problem-solving-based curriculum, exploratory classes, common planning time, professional development, a schoolwide balanced assessment system, and the behavioral structures that support a positive learning environment

Visiting teams will learn how Bruce's vision of the middle school concept supports common planning time, exploratory classes, and behavioral expectations. Teams will observe in classrooms, meet with the principal and the school leadership team, and observe a meeting of teachers planning together.

Fond du Lac School District - Chegwin Elementary

Areas of Focus: Teaching and Learning; Decision Making and Accountability

Key Descriptors: Culture/Climate, Data-Drive Decision-Making, Teaching Teams, Inclusive Practices, Resource Use

School Website and Phone:

<http://www.fonddulac.k12.wi.us/school/chegwin-elementary-school/14> (920) 929-2820

Learn about the journey of transformation and improvement that dramatically shifted Chegwin Elementary from a historically underperforming school to a Spotlight School. Visitors will have the opportunity to hear how school leaders and all staff challenged their assumptions about student learning, shifted their beliefs, and took on the challenge to become a high performing

school. Implementing common planning time, diagnostic assessments, and the effective use of a PBIS team, have led staff to embrace a variety of practices to ensure that students are successful. Visitors will also learn about structures and schedules that build classroom teaching teams to avoid pull-out groups while still accessing needed support as well as learn how an intervention block is used.

Visiting teams will develop an understanding of the curriculum structure, *Build Your Own Curriculum*; observe the Daily 5 structures, including the use of the Diagnostic Reading Assessment (DRA); and observe teachers meeting in their professional learning communities to discuss student data and progress. Teams will also learn more about how data is collected and used at the school as well as how resources are mapped to support students and create the master schedule.

Milwaukee Public Schools - Garland Elementary, Individualized Developmental Educational Approaches to Learning (IDEAL), and Milwaukee Spanish Immersion
Areas of Focus: Teaching and Learning; Family, School, Community Partnerships

Key Descriptors: Community Involvement/Partners, Culture and Climate, Health and Wellness, Parents and Families

School Websites and Phone:

Garland – www2.milwaukee.k12.wi.us/garland/garland.html	(414) 304-6500
Spanish Immersion – http://www2.milwaukee.k12.wi.us/spanish_imm/4	(414) 604-7600
IDEAL - www2.milwaukee.k12.wi.us/ideal	(414) 304-6200

What will be apparent to visitors at any of these MPS schools is how staff are moving along together with a consistent vision for instruction. High expectations for all students is owned by staff, parents, and students. Visitors will not only be able to learn about assessment and professional development practices through observation and participation, but also how each of these schools builds a solid relationship and communication structure with parents and families to ensure student success.

While each of these schools has its own practices to feature, visitors will learn about the Family and Fitness for Learning initiative that promotes structural play, teamwork, and fitness with a different emphasis at each of the schools. In particular, visitors will understand the learning community approach that leverages school and community resources, aligns activities, uses evidence-based practices, and promotes health and physical fitness of students and families. Visitors will be able to observe this partnership in action, as the participants discuss the features of a healthy school. While visiting teachers will be able to interact directly with classroom teachers at the schools, they will also be able to continue to communicate and collaborate with staff beyond the visit through the Teacher Learning Community initiative.

Oshkosh Area School District - Washington Elementary
Areas of Focus: Teaching and Learning; Leadership and Governance

Key Descriptors: Culture/Climate, Literacy, Teaching Teams

School Website and Phone: <http://washington.oshkosh.k12.wi.us/>

(920) 424-0190

Observing the Comprehensive Literacy Model that has been implemented at Washington Elementary will be a powerful experience for visitors to this school. This schoolwide approach not only includes a balanced literacy curriculum, but goes beyond the classroom to encompass the school's literacy goals for supporting student achievement and professional development. Learning about the strategies and tools that staff implement and their impact on the literacy environment, instructional practices, and opportunities for family and community partnerships will help visiting teams better understand how to implement these practices in their own school.

Visiting teams will observe students immersed in a culture of literacy as well as have the opportunity to interact with district leadership, staff, and students. Visitors will see students in their literacy blocks and observe action team meetings. Most important, visitors will understand the necessity of placing literacy as the highest priority in their school and how to maintain this focus over time.

Stanley-Boyd Area School District- Stanley-Boyd Elementary and Stanley-Boyd Middle Schools
Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality

Key Descriptors: Culture/Climate, Curriculum Design, Interventions, Professional Learning Communities, Best Practices, Instructional Strategies

School Website and Phone: <http://www.stanleyboyd.k12.wi.us/>

(715)644-5534

All that has been accomplished through the journey of school improvement at Stanley-Boyd Area School District began with a district self-study to identify areas of concern. What has emerged touches all parts of the school's curriculum, instruction, professional development, and culture. Come learn how the restructuring of curriculum using on-line tools, the redesign of the schedule to accommodate time for teachers to collaborate, and the reorganization of roles and responsibilities has impacted the achievement of all students. Visitors will gain knowledge of how the professional learning communities' structure impacts all decisions that are made and pushes staff to continually examine their practices.

Visiting teams will learn more about the culture and leadership shifts that have occurred at the schools, better understand the curriculum writing process and the use of Build Your Own Curriculum (BYOC), and gain knowledge on how interventions support student learning.

West Allis–West Milwaukee School District - Wilson Elementary

Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality

Key Descriptors: Inquiry-Based Instruction, Literacy, Walk-Throughs

School Website and Phone:

http://www.wawm.k12.wi.us/Our%20Schools/Wilson_Folder/Wilson.htm (414) 604-4800

A comprehensive data analysis by school and district staff brought a key school improvement need under the spotlight—how to increase student comprehension across all content areas at Wilson Elementary. The school chose to implement the *Comprehension Toolkit: Language and Lessons for Active Literacy* model with the support of the Stephanie Harvey Consulting Group. Visitors will learn how this research-based literacy framework that integrates science and social studies has been implemented, and the evolution of Wilson as a Model Lab School where teachers work within an environment of guided instruction to develop and practice strategies to increase student comprehension. As teachers became proficient in explicit reading comprehension inquiry, lessons emerged in content areas with a literacy focus. Inquiry, collaboration, and Balanced Literacy became the focal point of best practices.

Visiting staff will have the opportunity to observe and participate in observations, demonstrations, and discussions about active literacy instruction and the Literacy “Look-For” Walk-Through Checklist and Classroom Rubric; learn about the Model Lab School and Incubator Lab Classroom model as a professional development strategy for enhancing literacy instruction; and gain deeper knowledge about the *Comprehension Toolkit*.

Spotlight Schools 2012-13

Executive Summaries of Spotlight Schools

Augusta Elementary School, Augusta Area School District

CESA 10

Areas of Focus: Teaching and Learning; Family, School, and Community Partnerships

Key Descriptors:

Culture/Climate, Data Driven Decision-Making, Balanced Literacy Framework, Literacy Instruction, Parents and Families, Response to Intervention System (RtI), Professional Development, Professional Learning Communities, After School Programming, PBIS, Leveled Literacy Instruction, SAGE, Formative Assessments, Data Walls, Progress Monitoring, Universal Screening Process, College and Career Readiness, Community Collaboration, Parenting and Family Skills, Volunteering, Walk-Throughs, Parent Liaison

Visitors to our school will observe and gain an understanding of the steps we have implemented to improve student learning and achievement. Our goals for the school visits are to share the work that we have done in three areas:

- the steps taken to improve literacy instruction;
- the behavior framework that has resulted in decreased behavioral issues and increased student performance; and
- the building of positive and sustainable relationships with students and families in the Augusta community.

Our first goal is for visiting schools to develop an understanding how to improve a literacy program. They will observe a literacy instruction block, discuss best practices, and identify the steps that will assist in their implementation of a literacy intervention block. Our visitors will be able see how we made improvements in literacy instruction. They will be able to witness best practices in classroom literacy instruction. These observations and discussions will allow visiting participants to see what practices can lead to improved literacy instruction and to determine how they can adopt and implement those practices in their own schools. They will gain insight into the entire process, from evaluating current curriculum, to analyzing the gaps in curriculum, to developing strategies for improvement.

Our second goal is for visiting participants to understand the framework we have used to implement a schoolwide behavior model as part of the RtI model. Visiting schools will participate in a PBIS presentation to observe the tools and strategies used to improve student behavior and identify the steps that will assist in their implementation of PBIS. They will be provided with resources such as action plans for implementation, tools to track student behavior, strategies to reteach behaviors, agendas for schoolwide PBIS teaching days, and ideas to recognize and celebrate students who are meeting behavioral expectations.

Our third goal is to assist our visitors to understand how we have increased and improved parent involvement. They will be able to observe the process in which parents are active partners and decision makers in the student learning process. Visiting participants will also be shown the tools and strategies used to increase family involvement, to improve communication between the school and family, and to learn about the venues in which parents are provided information about support, resources, and opportunities that are available to them in both the school and the community.

School Website and Phone: <http://augusta.k12.wi.us/es/index.html> (715) 286-3303

Pembin Elementary School, Beecher Dunbar Pembine School District

CESA 8

Areas of Focus: Teaching and Learning; Decision-Making and Accountability

Key Descriptors:

Building Community, Assessment Framework, Coaching, Comprehensive Literacy Framework, Literacy Leadership, Teacher Leadership, Differentiation, Inquiry-Based Instruction and Learning, Reading Recovery, Mentoring, Model Classrooms, Professional Learning Communities, Response to Intervention System, Technology, Continuous School Improvement

Observing the Partnership in Comprehensive Literacy Model, a continuous school improvement process dedicated to increasing student achievement will be a powerful experience for visitors to Pembine Elementary. We will demonstrate how the model has exponentially benefitted our staff through professional learning, modeling best practice, improving teacher expertise, differentiating instruction, and breaking down the achievement barriers of our sub groups of students. Learning about the systems design for fostering a literate environment, instructional practices, and opportunities for family and community partnerships will help visiting teams better understand how to implement this model in their own school.

Visiting teams will observe students immersed in a culture of literacy as well as have the opportunity to interact with district leadership, staff, and students around the implementation of the Partnership in Comprehensive Literacy Model as a plan for continuous school improvement. Most importantly, visitors will understand the necessity of placing literacy as the highest priority in their school and learn how to maintain this focus over time leading to the highest student achievement – self-regulated learners.

School Website and Phone: www.pembine.k12.wi.us

(715) 324-5314

Bruce Middle School, Bruce School District

CESA 10

Areas of Focus: Teaching and Learning; Vision

Key Descriptors:

Curriculum Mapping/Planning, Inquiry-Based Instruction and Learning, Healthy Eating, Intervention Blocks, Reading Interventions, Leveled Literacy Instruction, Literacy Block, Read

180, Mathematics Block, Mathematics Instruction, Grading Practices, SAGE, Agriculture, Online Learning, Smartboards, Spanish, Assessment, Data Walls, Data-Based Decision-Making, Reading Assessments, Universal Screening Process, Collaboration/Planning Time, Continuous School Improvement, Professional Development, Professional Learning Communities, Scheduling Professional Learning Time, Problem-Solving Based Curriculum

Bruce is a K-12 building where shared staff work collaboratively in Professional Learning Communities supported by a unique schedule. Staff at Bruce Middle School continually work to promote a culture of innovation and risk-taking by critically analyzing and implementing new, research-based curriculums. Visitors to Bruce Middle School will learn about the curriculum mapping process where maps are updated yearly to identify monthly content, objectives, instructional strategies, and assessments. Visitors to the school will also learn about the problem-solving-based curriculum, exploratory classes, common planning time, professional development, a schoolwide balanced assessment system, and the behavioral structures that support a positive learning environment

Visiting teams will learn how Bruce's vision of the middle school concept supports common planning time, exploratory classes, and behavioral expectations. Teams will observe in classrooms, meet with the principal and the school leadership team, and observe a meeting of teachers planning together.

School Website and Phone: www.bruce.k12.wi.us

(715) 868-2585

Chegwin Elementary, Fond du Lac School District

CESA 6

Areas of Focus: Teaching and Learning; Decision Making and Accountability

Key Descriptors: Building Community, Classroom Management, Positive Behavioral Interventions and Support (PBIS), School Climate, Literacy Leadership, Teacher Leadership, Curriculum Mapping/Planning, Differentiation, Grouping Students, Individualized Learning, Intervention Blocks, Intervention Wall, Literacy Interventions, Balanced Literacy, Daily Five, Leveled Literacy Instruction, Literacy Block, System 44 Software, Words their Way, Writers' Workshop, Data Chats, Data Walls, Data-Based Decision-Making, Progress Monitoring, Reading Assessments, Coaching, Collaboration/Planning Time, Professional Development, Resource Use, Walk-Throughs, Teaching Teams, Inclusive Practices, Resource Use

Learn about the journey of transformation and improvement that dramatically shifted Chegwin Elementary from a historically underperforming school to a Spotlight School. Visitors will have the opportunity to hear how school leaders and all staff challenged their assumptions about student learning, shifted their beliefs, and took on the challenge to become a high performing school. Implementing common planning time, diagnostic assessments, and differentiated instruction through selected interventions have led staff to embrace a variety of practices to ensure that students are successful. Visitors will also learn about structures and schedules that build classroom teaching teams to avoid pull-out groups while still accessing needed support as well as learn how an intervention block is used.

Visiting teams will develop an understanding of the curriculum structure, including the use of the Diagnostic Reading Assessment (DRA). Visitors will observe teachers meeting in their professional learning communities to discuss student data and progress. Teams will also learn more about how the data wall is utilized at the school as well as how resources are mapped to support students and create the master schedule.

School Website and Phone:

<http://www.fonddulac.k12.wi.us/school/chegwin-elementary-school/14>
(920) 929-7014

Academy of Accelerated Learning, Milwaukee Public Schools

CESA 1

Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality

Key Descriptors:

Collaboration, Comprehensive Literacy Framework, International Baccalaureate Program, Professional Development

The Academy of Accelerated Learning is an authorized International Baccalaureate (IB) Primary Years Programme School (PYP). This is a challenging programme with an inquiry focus that demands the best from both motivated students and teachers. AAL implements a Comprehensive Literacy Plan (CLP). Staff development and teacher collaboration leads to successful implementation of good practice. Utilization of the Common Core State Standards (CCSS) in literacy and mathematics support instructional planning. Staff members work in grade level teams to review data and align future instruction with the CCSS.

Visiting schools will observe inquiry-based instruction within the IB Primary Years Programme. Guests will see students work toward strengthening their IB Learner Profile. Visitors will also observe the implementation of a comprehensive literacy framework. While visiting, teachers will engage with AAL staff in a collaborative nature with a focus on school improvement.

School Website and Phone: www5.milwaukee.k12.wi.us/school/aal (414) 604-7300

Milwaukee School of Languages, Milwaukee Public Schools

CESA 1

Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality

Key Descriptors:

Communication, Engagement, Positive Behavioral Interventions and Supports (PBIS), School Climate, Literacy Leadership, Advanced Placement, Advanced Placement Springboard, Comprehensive Literacy Framework, Reading in the Content Areas, Vocabulary Development,

World Languages, Immersion Model, College and Career Readiness, Collaboration/Planning Time, Professional Learning Communities

Visitors to Milwaukee School of Languages, a 6-12 program, will see the implementation of full immersion and partial immersion programs in French, German, Spanish and Mandarin Chinese. In each classroom, guests will observe differentiated instruction, use of questioning to elicit higher level critical thinking, and content literacy/vocabulary building in an immersion setting. Other highlighted areas that educators can learn about include: a school-wide implementation of PBIS through our school's Code of Conduct, as well as collaborative staff groups functioning as professional learning communities.

Visiting teams may experience both middle and high school language classes, and Advanced Placement courses, in addition to other academic courses. Guests will develop an understanding of the school's curriculum with a focus on language fluency and preparation for college level course work. In addition, visitors will gain an understanding of how the immersion model differs from other models of bilingual education and ESL programs. Participants will have the opportunity to ask questions of teachers during a panel discussion and are welcome to attend any of our scheduled Learning Team, grade level or department meetings where teachers collaborate and problem-solve.

School Website and Phone: www2.milwaukee.k12.wi.us/msl/

(414) 393-5700

Washington Elementary, Oshkosh Area School District

CESA 6

Areas of Focus: Teaching and Learning; Leadership and Governance

Key Descriptors: Comprehensive Literacy Framework, Culture/Climate, Co-Teaching/Teaching Teams, Reading Workshop, Writing Workshop, SAGE Program, Reading Recovery, ADD+Vantage Math, Math Recovery, Math Workshop, Coaching, Collaboration/Planning Time

Observing the Comprehensive Literacy Model that has been implemented at Washington Elementary will be a powerful experience for visitors to this school. This schoolwide approach not only includes a balanced literacy curriculum, but goes beyond the classroom to encompass a culture of literacy for supporting student achievement and professional development. Learning about the strategies and tools that staff implement and their impact on the literacy environment, instructional practices, and opportunities for family and community partnerships will help visiting teams better understand how to implement these practices in their own school.

Visiting teams will observe students immersed in a culture of literacy as well as have the opportunity to interact with district leadership, staff, and students. Visitors will observe teaching and learning, co-teaching models, and action team meetings working toward continuous school improvement. Most importantly, visitors will understand the necessity of making literacy a priority and how to maintain this focus over time.

School Website and Phone: <http://washington.oshkosh.k12.wi.us/>

(920) 424-0190

Stanley-Boyd Area School District- Stanley-Boyd Elementary and Stanley-Boyd Middle Schools

CESA 10

Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality

Key Descriptors: Culture/Climate, Curriculum Design, Interventions, Professional Learning Communities, Best Practices, Instructional Strategies, Response to Intervention

All that has been accomplished on the journey of school improvement at Stanley-Boyd Area School District began with a district self-study to identify areas of concern. What has emerged touches all parts of the school's curriculum, instruction, professional development, and culture. Come learn how the restructuring of curriculum using on-line tools, the redesign of the schedule to accommodate time for teachers to collaborate, and the reorganization of roles and responsibilities has impacted the achievement of all students. Visitors will gain knowledge of how the professional learning community's structure impacts all decisions that are made and pushes staff to continually examine their practices.

Visiting teams will learn more about the culture and instructional shifts that have occurred at the schools, understand the curriculum writing process, and gain knowledge on how interventions support student learning.

School Website and Phone: <http://www.stanleyboyd.k12.wi.us/>

(715) 644-5534

Grant Elementary, Wausau School District

CESA 9

Areas of Focus: Teaching and Learning; Decision-Making and Accountability

Key Descriptors:

Intervention Blocks, Literacy Instruction, Professional Learning Communities, Progress Monitoring, Response to Intervention (RtI), Data-Based Decision-Making, Universal Screening, Data Wall

A comprehensive approach to data-based decision making and differentiated learning in literacy will be apparent to visitors to Grant School. Various structures including: universal screening; on-going progress monitoring; flexible grouping based on individual changes in student needs; and active involvement in professional learning communities that drive instructional practices for implementing targeted interventions will be observed.

Communication among Title I, ELL staff, and classroom teachers is on-going and consistent. Visitors will also observe the collaborative approach taken by both professional and support staff members to effectively advance student learning in the enrichment and intervention blocks.

Visiting teams will have the opportunity to observe several primary literacy blocks with differentiated guided reading instruction followed by enrichment and intervention blocks. Visitors will observe in classrooms, meet with classroom teachers, ELL and Title I staff following observations to answer any implementation questions, and review current student progress monitoring data. Teams will also learn how progress monitoring data is used to drive the decision-making process for classroom and intervention groupings.

Grant Elementary Website and Phone: www.wausau.k12.wi.us/grant (715) 261-0190

Thomas Jefferson Elementary

CESA 9

Areas of Focus: Teaching and Learning; Decision-Making and Accountability

Key Descriptors:

Thomas Jefferson Elementary Website and Phone: www.wausau.k12.wi.us/jefferson/
(715) 261-0175

West Allis–West Milwaukee School District - Wilson Elementary

Areas of Focus: Teaching and Learning; Professional Development and Teacher Quality

Key Descriptors: Building Community, Engagement, School Climate, Literacy Leadership, Teacher Leadership, Common Core State Standards Curriculum and Instruction, Curriculum Integration, Differentiation, Inquiry-Based Instruction and Learning, Learning Targets, Model Classrooms, Twenty-first Century Skills, Balanced Literacy, Words their Way, Writers' Workshop, Multiage Classrooms, SAGE Program, iPads and Other Technologies, Data-Based Decision-Making, Communication, Collaboration/Planning Time, Continuous School Improvement, Professional Development, Walk-Throughs

A comprehensive data analysis by school and district staff brought a key school improvement need under the spotlight—how to increase student comprehension across all content areas at Wilson Elementary. The school chose to implement the *Comprehension Toolkit: Language and Lessons for Active Literacy* model with the support of the Stephanie Harvey Consulting Group. Visitors will learn how this research-based literacy framework that integrates science and social studies has been implemented. Teachers work within an environment of guided instruction to develop and practice strategies to increase student comprehension. As teachers became proficient in explicit reading comprehension inquiry, lessons emerged in content areas with a

literacy focus. Inquiry, collaboration, and Balanced Literacy became the focal point of best practices.

Visiting staff will have the opportunity to observe and participate in observations, demonstrations, and discussions about active literacy instruction. Visitors will gain deeper knowledge around the integration of the Comprehension Toolkit in the inquiry-based model. In addition, there will be a focus on Lucy Calkins and the Teachers College framework using common core standards that target types of writing (opinion, narrative, and information).

School Website and Phone: <http://www.wawm.k12.wi.us/wilson/index.htm> (414) 604-4800

11/5/2013