



Barrow County School System

Boldly Committed to Student Success

Holsenbeck Elementary School

SCHOOL IMPROVEMENT PLAN 2018-2019

NAME OF SCHOOL PRINCIPAL: Jackie Robinson
NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael
<input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i>

	Type name below for plan approval	Approval Date
Principal	Jackie Robinson	8/15/18
School Governance Team Chairperson	Jill Hollis	8/15/18
System Professional Learning Coordinator	Ginger Crosswhite	8/13/18
Title I Director	Dr. David Beeland, Jr.	8/2/2018
Superintendent	Dr. Chris McMichael	8/16/2018



Goal 1: Academic Achievement in Reading

We will improve academic achievement in reading by meeting or exceeding the following end of year grade-level goals:

- *Kindergarten*: 80% of students will meet or exceed the benchmark on DIBELS (76% in 17-18).
- *Kindergarten*: 68% of students can read common high-frequency words and emergent-reader texts (63% in 17-18).
- *1st grade*: 61% of students will meet or exceed the benchmark on DIBELS (56% in 17-18; 76% cohort).
- *5th grade*: 60% of students will meet or exceed the norm grade level mean RIT (56% in 17-18; 53% cohort).

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Teachers in grades 3-5 will implement CAFE system within the Daily 5 Framework.</p> <ul style="list-style-type: none"> ☐ Daily 5 framework includes a whole group focus mini-lesson, independent work sessions for student, small group instruction, individual conferences, and a whole group closing/sharing. ☐ CAFE strategies focus on comprehension, accuracy, fluency, and expanding vocabulary. 	<ul style="list-style-type: none"> ☐ Strong ☐ Moderate ☐ Promising ☐ Rationale 	<p>Instructional Coach</p>	<p>Provide new teachers with Daily 5 book at New Teacher Orientation meeting July 24, 2018 (if not before).</p> <p>Pre-planning- Provide overview of the expectations for Daily 5 Framework/CAFE.</p> <p>August 6 - September 11- Launching the Daily Five , the First Five Weeks (pages 119 - 126).</p> <p>Focused Walkthroughs with Admin and IC</p>	<p>Lesson Plans</p> <p>Conferring notes on each child</p> <p>Observations</p> <p>Informal Observations IC</p> <p>Lesson Plans</p> <p>POP Cycles IC</p> <p>Observations by Literacy Specialist</p>	<p>BOY, MOY, and EOY</p> <p>Data Review of DIBELS, TRC, and MAP</p>	<p>The Daily 5 by Gail Boushey and Joan Moser, pages 111-126.</p> <p>The CAFE Book, by Gail Boushey and Joan Moser</p> <p>CC Pensieve tool for organizing and documenting conferring notes on each student.</p> <p>MyON</p> <p>iPads/Chromebooks</p> <p>Classroom Libraries</p>



<p>Teachers in grades K-2 will implement guided reading within the Reader's Workshop framework specific to their grade level.</p> <p>Grade Level Frameworks:</p> <ul style="list-style-type: none"> • Kindergarten • 1st Grade (TBD) • 2nd Grade (TBD) 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Instructional Coach</p>	<p>August- Grades 1 & 2 will meet for half day with district literacy specialist to develop the specific framework for their grade level.</p>	<p>Informal Observations IC</p> <p>Lesson Plans</p> <p>POP Cycles w/ instructional coach and district literacy specialist</p> <p>Observations by Literacy Specialist</p>	<p>Instructional Rounds</p> <p>Individual Student Growth of DIBELS/ TRC</p>	<p>Grade Level Frameworks:</p> <ul style="list-style-type: none"> • Kindergarten • 1st Grade (TBD) • 2nd Grade (TBD) <p>BCSS Reading Workshop Procedural Lessons</p> <p>MyON</p> <p>District Literacy Specialist</p> <p>iPads/Chromebooks</p> <p>Classroom Libraries</p> <p>Substitute teachers</p>
<p>Teachers in kindergarten, first and second grades will implement phonics instruction in their daily instructional segment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonics instruction in kindergarten will be implemented within their Reading Workshop Framework (20 - 25 mins). <input type="checkbox"/> Phonics instruction in first grade will be in their ELA block (20 mins). <input type="checkbox"/> Phonics instruction in second grade will be in their ELA block (20 mins). 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Instructional Coach</p>	<p>Monthly book study during PLCs on phonics instruction.</p>	<p>Sight Word assessments for K-2</p> <p>Lesson Plans</p> <p>Focused Walkthroughs/Observation</p> <p>Coaching Cycles</p>	<p>Individual student growth on DIBELS assessment</p>	<p>Book, <u>A Fresh Look at Phonics</u></p> <p>Barrow County Scope and Sequence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kdg <input type="checkbox"/> First <input type="checkbox"/> Second <p>Fountas and Pinnell Classroom resources</p>
<p>Teachers in 4th and 5th grade will utilize the Georgia Center for Assessment platform to develop and implement common unit assessments. These assessments will be developed in alignment with the Georgia Standards of Excellence in terms of content and rigor. Their results will be subsequently</p>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Instructional Coach</p> <p>Admin</p>	<p>August - platform training</p> <p>Monthly - unit assessment creation during collab days / data teams for prior month</p>	<p>Data team meetings</p>	<p>Student growth on GCA assessments</p> <p>Student performance on GMAS</p>	<p>GCA District and School Connect platform</p>

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be analyzed and used to enhanced academic achievement.			Ongoing- Individual and/or grade level meetings to support implementation			
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Additional supports for accelerated or academically struggling (Tiers 2-4) students

Students who are not making adequate progress in Tier 1 will participate in small group Tier 2 interventions every morning during SOAR.

Title I Paraprofessionals will work specifically with 1st-5th grade students to provide necessary reading interventions as outlined in students' Tier 2 or Tier 3 plans

Students who are not making adequate progress in Tier 2 will participate in individual Tier 3 interventions at least four times per week, in addition to Tier 1 and Tier 2.

Strategically schedule EIP, ESOL, and SPED services to coincide with the work session of the literacy block.

Provide a master schedule that clearly defines the reading block and the time necessary to implement the action steps.

Wilson Reading System will be provided to SWD daily during an extended reading time.

The resource, DRI Box, will be utilized to support students in grades K-2 who need additional reading interventions.

Provide supplemental remedial instruction in core academic areas to our struggling learners before and after school.

MAP Skills

Instructional Software (Reading A to Z) will be utilized to supplement core classroom instruction.

Professional Capacity building to support the above goal and action steps

All homeroom teachers will have additional time for PLC collaboration in monthly, half-day release days.

All special education teachers will have an ESOL Endorsement to support students who receive dual services.

Increase the number of teacher who earn gifted, ESOL, and reading endorsements to meet the needs unique learning needs of specific student populations.

4th and 5th grade teachers will be trained on the District School Connect tool from the Georgia Center for Assessment. Other grades will have access to pull questions as well.

All 3rd - 5th grade teachers will continue professional learning for Daily 5 and CAFE.

All 1 -2 teachers will participate in Reading Workshop professional learning with BC Literacy Specialist.

Continue to provide co-teaching instruction for students in grades 3-5.

All teachers in K-2 will continue the **Fresh Look at Phonics** professional learning.

All teachers new to Holsenbeck will participate in additional professional learning to support the implementation of CAFE strategies and phonics instruction.

All new teachers will be trained on the various reading assessment tools used: DIBELS Next, TRC, MAP (2-5).



All new teachers will be trained on using DRI Box.

All new teachers will be trained on RTI.

Access for grades 3-5 to the Daily Cafe website resource.

ESOL teachers will provide professional learning to teachers that support EL students quarterly.

Family and Community Engagement

At the first Academic Parent Teacher Team(APTT) Meeting, parents of kindergarteners will receive activities to support letter or sight word recognition.

All homeroom teachers will use Remind as a communication tool with parents.

The LiveSchool app will be utilized to support the efforts of PBIS and keep parents informed of their child's behavior. '

Homeroom and program teachers will communicate with parents about their child's progress using the Remind communication app.

Each grade level will be provided with a copy of the Reading Strategies book by Jennifer Serravallo.

Leadership Capacity

Clear expectations from leaders will be communicated to staff regarding Daily 5, CAFE, and phonics instruction.

Leaders will be trained on the District School Connect tool from the Georgia Center for Assessment. We will work with homeroom teachers to assess students, and subsequently inform our instruction to help students learn more effectively.

- *2nd grade*: 60% of students will meet or exceed the norm grade level mean RIT (55% in 17-18).
- *3rd grade*: 62% of students will meet or exceed the norm grade level mean RIT (60% in 17-18; 55% cohort).
- *4th grade*: 62% of students will meet or exceed the norm grade level mean RIT (53% in 17-18; 60% cohort).



Goal 2: Academic Achievement in Writing

We will improve academic achievement in writing by meeting or exceeding the following end of year grade-level goals:

Kindergarten:

- 60% of students will score a 3 or 4 on the narrative writing common assessment.
- 45% of students will score a 3 or 4 on the informational writing common assessment.
- 50% of students will score a 3 or 4 on the opinion writing common assessment.

1st grade:

- 55% of students will score a 3 or 4 on the narrative writing common assessment (no baseline or cohort data).
- 45% of students will score a 3 or 4 on the informational writing common assessment (no baseline or cohort data).
- 45% of students will score a 3 or 4 on the opinion writing common assessment (no baseline or cohort data).

2nd grade:

- 55% of students will score a 3 or 4 on the narrative writing common assessment (no baseline or cohort data).
- 45% of students will score a 3 or 4 on the informational writing common assessment (no baseline or cohort data).
- 45% of students will score a 3 or 4 on the opinion writing common assessment (no baseline or cohort data).

3rd grade:

- 30% of students will score a 3 or 4 on the narrative writing common assessment (GMAS: 15% in 17-18).
- 32% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (GMAS: 17% in 17-18).
- 68% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (GMAS: 63% in 17-18).

4th grade:

- 37% of students will score a 3 or 4 on the narrative writing common assessment (GMAS: 35% in 17-18; 15% cohort).
- 30% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (GMAS: 23% in 17-18; 17% cohort).
- 83% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (GMAS: 83% in 17-18; 63% cohort).

5th grade:

- 37% of students will score a 3 or 4 on the narrative writing common assessment (23% in 17-18; 35% cohort).
- 25% of students will score a 3 or 4 on the informational writing common assessment for Trait 1 (GMAS: 19% in 17-18; 23% cohort).
- 85% of students will score a 3 or 4 on the opinion writing common assessment for Trait 1 (GMAS: 29% in 17-18; 83% cohort).



Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementa tion	Evaluation of Implementation and Impact	Resources
<p>Teachers will implement the Writer's Workshop model by including:</p> <ul style="list-style-type: none"> ❑ Grammar Warm Up (1st-5th Grade) of 5 minutes. This will include review of language conventions that students will apply as they write. ❑ Mini-Lesson of 5-15 minutes focusing on new writing skill, strategy, or workshop procedure. Includes a connection and essential question, a teaching point, modeling, guided practice/active engagement, and a link to independent writing. ❑ Work session of 15-30 minutes. This allows teachers to differentiate writing instruction through conferring and small group instruction. This allows students with a daily opportunity to apply previously introduced writing skills and strategies. Work session may include independent writing and writing conferences, small group guided writing, or joint productive activities. ❑ Closing/Sharing of 5 minutes. Closing will reinforce the focus of the lesson and encourage students to take ownership of their learning. Essential question is revisited and students are given an opportunity to share how they applied the mini-lesson skill or strategy 	<ul style="list-style-type: none"> ❑ Strong ❑ Moderate ❑ Promising ❑ Rationale 	Instructional Coach	<p>Preplanning: Review Workshop model components, preview procedural lesson plans, and expectations of implementation.</p> <p>Collab Planning by Grade level: Teachers will work with District Literacy Specialist to develop unit plans to teach each genre of writing.</p> <p>August, October, January, and April- Collaboration and reviewing work samples from writing units..</p>	<p>Informal observations by IC</p> <p>Lesson plans</p> <p>Coaching cycles by IC and district literacy specialist</p> <p>Focused Walkthroughs</p>	<p>Individual student growth on GCA Assesslets.</p> <p>Individual student growth shown on evaluation of three writing assessments collected during the genre unit of study. (Beginning, Middle, End)</p> <p>9/4-11/9: Informational 11/12-1/31: Opinion 2/4- 4 / 5: Narrative</p> <p>Teachers will review the feedback from the assessments to determine next steps for individual students.</p>	<p>Lucy Calkins Writing Curriculum</p> <p>GCA Assesslets (Grades 3-5)GCA District and School Connect platform</p> <p>Consultant: Beth McMichael</p> <p>Reading Strategies Book by Jennifer Serravallo (one per grade level)</p> <p>BCSS Writing Framework</p> <p>BCSS Writing Plan</p> <p>BCSS Writing Rubrics (K-2)</p> <p>Writing Strategies Book by Jennifer Serravallo (one per grade level)</p>
<p>Additional supports for accelerated or academically struggling (Tiers 2-4) students</p> <p>Maximize co-teaching opportunities for SWD teachers during writing instruction.</p> <p>Students not making adequate progress in written expression will receive small group (Tier 2) and individual (Tier 3) interventions as appropriate.</p> <p>Writing assessment results will be used to develop remediation plans for re-teaching students each genre.</p>						
<p>Professional Capacity building to support the above goal and action steps</p> <p>Teachers will meet weekly for PLCs and data teams.</p> <p>All homeroom teachers will have additional time for collaboration in monthly, half-day release days.</p> <p>Teachers will be trained on GCA tool for writing assesslets in grades 3-5.</p> <p>All homeroom teachers will collaborate with district literacy specialist and Instructional coach to develop instructional units and common writing assessments for each writing genre.</p> <p>District literacy Specialist and Instructional Coach will provide ongoing classroom support and PL on effective implementation of Writer's Workshop.</p> <p>Each grade level will be provided with a copy of the Writing Strategies book by Jennifer Serravallo.</p>						



Family and Community Engagement

Homeroom teachers will partner with parents by including writing foundational skills in all grade levels as part of our APTT program. Homeroom and program teachers will communicate with parents about their child’s progress using the Remind communication app. LiveSchool will be utilized to promote positive behavior, thereby enhancing instructional time and engagement.

Leadership Capacity

Leaders will be trained on GCA tool for writing assesslets in grades 3-5. Leaders will collaborate with district literacy coach to support teachers in implementing research-based writing instruction.

Goal 3: Academic Achievement in Math

We will improve academic achievement in math by meeting or exceeding the following end of year grade-level goals:

- *Kindergarten:* 70% of students can fluently add and subtract within 5 (63% in 17-18).
- *1st grade:* 70% of students will meet or exceed the norm grade level mean RIT (no baseline or cohort data).
- *2nd grade:* 47% of students will meet or exceed the norm grade level mean RIT (42% in 17-18).
- *3rd grade:* 53% of students will meet or exceed the norm grade level mean RIT (52% in 17-18).
- *4th grade:* 57% of students will meet or exceed the norm grade level mean RIT (52% in 17-18).
- *5th grade:* 52% of students will meet or exceed the norm grade level mean RIT (46% in 17-18).

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will implement the math workshop model by including: <ul style="list-style-type: none"> ❑ Mini-lesson of 10-15 minutes focusing on a single topic students need help with . ❑ Work time of 20-30 minutes when students practice the skill taught in the mini-lesson. ❑ Student conferencing time of 20-30 minutes when teachers work with individual students or strategy groups. ❑ Sharing time when students share their strategies and/or understanding with peers and solicit their feedback, giving the teacher an additional opportunity to check for understanding and address misconceptions. 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach	Pre-planning- Introduction to Math Workshop (or during first PLC??) BOY, MOY, and EOY- School instructional round during math workshop times / debrief during PLC/collab time Ongoing- Individual and/or grade level meetings to support implementation (PLC)	Lesson plans, informal observations by coach, walkthroughs	Instructional Rounds Student growth on math MAP (grades 1-5)	Math manipulatives Math consultant Math consumables: iReady Workbooks Math Workshop Observation Form
Teachers in 4th and 5th grade will implement the following number sense strategies: <ul style="list-style-type: none"> ❑ 4th grade teachers will explicitly teach students to utilize the associative and distributive properties to adopt a strategy for solving given multiplication problems. 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Instructional Coach	August- Discussion with 4th and 5th grade math teachers during their collab time	Lesson plans Informal observations by coach	Instructional Rounds	Math consultant



<ul style="list-style-type: none"> <input type="checkbox"/> 4th & 5th grade teachers will implement two-step word problems 3 x per week with students, especially those with fractions. <input type="checkbox"/> 5th grade teachers will utilize visual models and place value with decimals and reinforce how to write equations with fractions. 			<p>BOY, MOY, and EOY- Check in with 4th and 5th grade math teachers</p> <p>Ongoing- Individual and/or grade level meetings to support implementation</p>	<p>Focused walkthroughs</p>	<p>Student growth on math MAP (grades 4-5)</p>	
<p>Teachers in grades K-3 will explicitly teach and reinforce the following math fluency strategies in a sequenced, differentiated fashion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kindergarten <input type="checkbox"/> First Grade <input type="checkbox"/> Second Grade <input type="checkbox"/> Third Grade <p>Teachers in grades K-3 will use a combination of sources to assess students' math fluency and subsequently inform their differentiated strategy instruction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Timed assessments <input type="checkbox"/> Math Interview <input type="checkbox"/> Math Fluency application data (e.g., MobyMax) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Instructional Coach</p>	<p>August- Discussion with K-3 teachers during their collab time</p> <p>Monthly- Check in during monthly collab times. Discuss student fluency growth with focus strategies.</p> <p>Ongoing- Individual and/or grade level meetings to support implementation</p>	<p>Lesson plans, informal observations by coach, walkthroughs</p> <p>Data team meetings</p>	<p>Student growth on fluency assessments</p>	<p>Sequencing plans: Kindergarten First Grade Second Grade Third Grade</p> <p>Math Interview</p> <p><i>Teacher choice:</i> Moby Max Freckle Education Galaxy</p>
<p>Teachers in 4th and 5th grade will utilize the Georgia Center for Assessment platform to develop and implement common unit assessments. These assessments will be developed in alignment with the Georgia Standards of Excellence in terms of content and rigor. Their results will be subsequently be analyzed and used to enhanced academic achievement.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Instructional Coach Admin</p>	<p>August - platform training</p> <p>Monthly - unit assessment creation during collab days / data teams for prior month</p> <p>Ongoing- Individual and/or grade level meetings to support implementation</p>	<p>Data team meetings</p>	<p>Student growth on GCA assessments</p> <p>Student performance on GMAS</p>	<p>GCA District and School Connect platform</p>
<p>Teachers will improve specific components of CGI by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presenting the problem, including reading the problem to the students at least twice, allowing students to explain what is happening in the problem in their own words prior to solving, and asking number sense questions to ensure that students connect the context of the problem to the math that is taking place. <input type="checkbox"/> Solving the problem, including providing time for students to solve on their own, utilizing questioning strategies to guide student thinking, providing manipulatives for students to use as needed, and encouraging students to label math representations and connect equations to them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Instructional Coach</p>	<p>August- train new teachers on CGI fundamentals</p> <p>TBD- RESA training for new teachers</p> <p>BOY, MOY, and EOY- Check in with teachers</p>	<p>Lesson plans, informal observations by coach, walkthroughs</p>	<p>CGI discourse chart review</p> <p>Instructional rounds</p>	<p>Math consultant</p> <p>CGI Scope & Sequence</p>

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<input type="checkbox"/> Facilitating discourse by ensuring that the equation is linked to the word problem, ensuring that the correct units are provided with each answer, ensuring that no run on equations are present, seizing opportunities to present the equal sign to signify its meaning of balanced, including math equations to explain the representation and thinking, and asking questions to build connections between the different ways presented to solve the problem.			Ongoing- Individual and/or grade level meetings to support implementation			
<p><u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u> Students who are not making adequate progress in Tier 1 will participate in small group Tier 2 interventions every morning during SOAR. Students who are not making adequate progress in Tier 2 will participate in individual Tier 3 interventions at least four times per week, in addition to Tier 1 and Tier 2. MAP Skills</p>						
<p><u>Professional Capacity building to support the above goal and action steps</u> New teachers will participate in the initial CGI training offered through RESA. All homeroom teachers will have additional time for PLC collaboration in monthly, half-day release days. 4th and 5th grade teachers will be trained on the District School Connect tool from the Georgia Center for Assessment. Professional learning for fluency online tools for all teachers.</p>						
<p><u>Family and Community Engagement</u> Homeroom teachers will partner with parents by including math foundational skills in all grade levels as part of our APTT program. Homeroom and program teachers will communicate with parents about their child’s progress using the Remind communication app. LiveSchool will be utilized to promote positive behavior, thereby enhancing mathematical instructional time and engagement.</p>						
<p><u>Leadership Capacity</u> Leaders will be trained on the District School Connect tool from the Georgia Center for Assessment. We will work with homeroom teachers to assess students, and subsequently inform our instruction to help students learn more effectively. Leaders will continue to participate in district professional learning on math, such as CGI training opportunities at leadership meetings.</p>						

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

We understand the critical nature of supporting students through transitioning from preschool to elementary school, and from elementary school to middle school. We will continue to invite area preschools to tour our school prior to completing their time in preschool. Additionally, we will offer a Pre-K and Kindergarten Sneak a Peek for families to learn about our school prior to enrolling. In 5th grade, we support our students learning about the career pathway opportunities available to them in the future. We will implement a STEP UP Program where children in grades Prek - 4th will transition to next year’s grade level for a segment of the day. Teachers will preview the expectations of the grade level. We will ask the CTAE program to come out again this year to share these options with students. In order to help students learn more about what middle school is like, our 5th grade students will visit Bear Creek MS in the spring.

