

School Plan for Student Achievement (SPSA) 2019-2020



Title I Designee Meeting
December 5, 2018

Today's Purpose

- Review
- Pacing Plan/Calendar
- Requirements for Completion
- Walk Away Ready to Work
- SPSA Supports



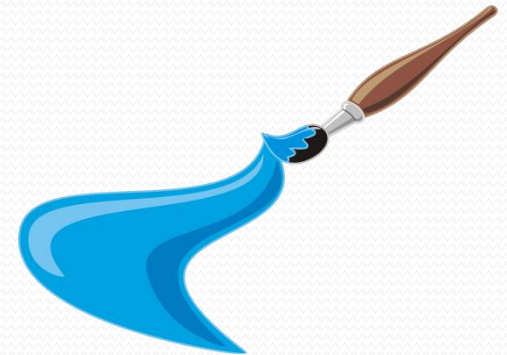
Review – September Title I Designee Meeting

General
SPSA Overview



Review- October Title I Designee Meeting

- Tutor Teacher X time will be used to provide additional intervention to help at-risk students as identified by SBAC Math results, grades and other math assessments. These tutoring sessions will take place on Saturdays, and after school. The first session will begin in Late September and will run through Early November. The following tutoring session will be from late January to early March.
- More details are needed to paint a picture of the tutoring program



Review - Specifics



- Tutor Teacher X-time will be used to provide math intervention after school on M, W, Th, for 45 minutes for a total of 14 hrs. 1/7/19-2/14/19. My Math unit tests, IAB test results, and previous years SBAC score will be used to determine students at risk of not meeting grade level standards. Teachers will use My Math intervention, IAB (non-standardized) for small group instruction and SBAC training for skill focused activities, and ST Math on chromebooks or I pads.
- 2 teachers 28 hours total @ 79.07

Continue next slide

Review - Specifics

- Tutor Teacher X-time will be used to provide ELA intervention on 4 Saturdays for a total of 14 hrs. Beginning 1/12/19-2/2/19. Intervention will support at-risk students and EL students in danger of not meeting grade level standards. These students will be identified by teacher recommendation, IAB tests, Benchmark assessments, DIBELS, SBAC, and ELPAC scores. Teachers will utilize Bridge to Literacy(Intervention program provided by District South) which includes: interactive read a-louds, phonemic awareness, phonics, fluency, daze progress monitoring practice and comprehension practice.
- 1 Teacher 14 hrs. @ \$79.07

(Thank you, Catskill Elementary)

Review-

November Title I Designee Meeting

- Goal & Objectives – Items 1 – 5
 - 1. Key Findings Based on Data
 - 2. Root Causes/Underlying Issues Related to Key Findings
 - 3. Strategies Contributing to Success
 - 4. What School Intends to Do Differently
 - 5. (Only for 100% Graduation) Reason Not Addressing
- School's Measurable Objectives (SMART Goals)

Review - Goals & Objectives Handout

Goals and Objectives – English Language Arts

(SPSA #1) List key findings related to English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).

2017-2018 SPSA	2018-2019 SPSA	2019-2020 SPSA
<p>According to the school report card, in 2015-2016, 79% of kindergarten students met the end-of-the-year benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 81% of 1st grade students met the end-of-the-year benchmark on Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and 80% of 2nd grade students met the end-of-the-year benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).</p> <p>SBAC reports indicate that 43% students in grades 3 through 5 did not meet proficiency in Reading, Writing, Speaking & Listening, and Research/Inquiry. It also indicates that 22% of the students in grades 3 through 5 nearly met proficiency in those same English Language Arts areas. The category in greatest need is reading, in which 49% of the students scored below standard. Grade levels.</p>	<p>According to the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Middle of the Year for 2017-2018 school year, 45% of kindergarten students met the middle-of-the-year benchmark, 65% of 1st grade students met the middle-of-the-year benchmark, and 87% of 2nd grade students met the middle-of-the-year benchmark.</p> <p>SBAC reports indicate that 46% students in grades 3 through 5 did not meet proficiency in Reading, Writing, Speaking & Listening, and Research/Inquiry. It also indicates that 19% of the students in grades 3 through 5 nearly met proficiency in those same English Language Arts areas. The category in greatest need is Research and Inquiry, in which 44% of the students scored below standard.</p>	<div data-bbox="1257 586 1779 951" style="border: 1px solid black; height: 255px; width: 100%;"></div> <p>When completing #1 for the 2019-2020 SPSA Goals and Objectives page, include the following information:</p> <ul style="list-style-type: none"> • Data from multiple data sources • Data representing each grade level • Data representing specific subgroups • Data from the most recent year (2018-19) • Data specific to English Language Arts • Key findings representing each data source used

Pacing Plan

- Highly Recommended Timeline
- Revise and Personalize –
Your Schedule /
School's Needs
- Be Realistic
- Spare Yourself Last
Minute Stress



(Handouts – Dev. SPSA Goal Pages & Pacing Plan)

Developing 2019-2020 SPSA Goal Pages

	100% Graduation and Beyond	English Language Arts	Mathematics	English Learner Programs	Parent, Community, and Student Engagement	100% Attendance, Suspensions, School Safety and Other Supports
Data Analysis, Key Findings	Must Complete (Questions 1-5)	Must Complete (Questions 1-4)	Must Complete (Questions 1-4)	Must Complete (Questions 1-4)	Must Complete (Questions 1-4)	Must Complete (Questions 1-5)
Measurable Objectives	Must Complete if Goal is addressed	Must Complete	Must Complete	Must Complete	Must Complete	Must Complete if Goal is addressed
Focus Area: Lesson Planning, Data Analysis And PD	Optional* if Focus Area is addressed, describe Integrated ELD	Must Complete <i>at least one of these three Focus Areas and describe Integrated ELD</i>	Must Complete <i>at least one of these three Focus Areas and describe Integrated ELD</i>	Must Complete <i>at least one of these three Focus Areas and describe Designated ELD</i>		Optional*
Focus Area: Effective Classroom Instruction	Optional* if Focus Area is addressed, describe Integrated ELD					
Focus Area: Interventions During and After School	Optional* if Focus Area is addressed, describe Integrated ELD					Optional* Social / Emotional Interventions
Focus Area: Building Parent	Must Complete if	Must Complete	Must Complete	Must Complete	Must Complete:	Must Complete if

Suggested SPSA Pacing Plan for Completion

Green = Holiday / Break

Red = Tentative Dates for Budget Development – Your Appointment Date TBA

Note: What if there are Unforeseen Interruptions / Obstacles?

Monday	Tuesday	Wednesday	Thursday	Friday
12/3	12/4	12/5	12/6	12/7
Data Collection / Data Analysis with Team				
12/10	12/11	12/12	12/13	12/14
Data Analysis with Team				
12/17	12/18	12/19	12/20	12/21
12/24	12/25	12/26	12/27	12/28
12/31	1/1	1/2	1/3	1/4
1/7	1/8	1/9	1/10	1/11
Goal & Objectives - Items 1-5 & School's Measurable Objective (100% Grad, ELA, Math Sections)				
1/14	1/15	1/16	1/17	1/18
Goal & Objectives - Items 1-5 & School's Measurable Objective (SL, Parent/Community, 100% Attend. Sections)				
1/21	1/22	1/23	1/24	1/25
Focus Areas & Strategies, Actions & Tasks/Dates/Measurement of Strategies' Effectiveness (100% Grad & ELA Sections)				
1/28	1/29	1/30	1/31	2/1
Focus Areas & Strategies, Actions & Tasks/Dates/Measurement of Strategies' Effectiveness (Math & SL Sections)				
2/4	2/5	2/6	2/7	2/8
Focus Areas & Strategies, Actions & Tasks/Dates/Measurement of Strategies' Effectiveness (Parent & Attend. Sections)				
2/11	2/12	2/13	2/14	2/15
Budget Items – Funding Source, Budget Description & Item #, Cost (All Sections)				
2/18	2/19	2/20	2/21	2/22 last day
Review SPSA for Accuracy / Make Revisions				GOAL!
2/25	2/26	2/27	2/28	3/1
Present SPSA and Budget to SSC for Approval				
3/4	3/5	3/6	3/7	3/8
If Needed: Revisions if Requested by SSC				
3/11	3/12	3/13	3/14	3/15
If Needed: Present Revised SPSA and Budget to SSC for Approval				
3/18	3/19	3/20	3/21	3/22
Prepare Documents for Budget Development				
3/25	3/26	3/27	3/28	3/29
4/1	4/2	4/3	4/4	4/5
4/8	4/9	4/10	4/11	4/12



Accessing SPSA

- <http://spsa.lausd.net>

- Log in

- Select SPSA



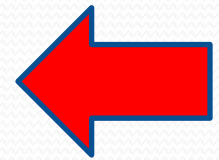
- 2019-2020 Click Go

- (If you don't have access, call us immediately!)

Navigate Toolbar (left side)

SPSA Components
School Identification ✓
Recommendations And Assurances
Funding Allocated To School
School Vision and Mission Statement
Comprehensive Needs Assessment

Goals & Objectives
100% Graduation
ELA
Mathematics
EL Programs
Parent/Community
100% Attendance



Sample Goals & Objectives Page

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data sources reviewed to address this Academic Goal

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> ELPAC | <input type="checkbox"/> School Report Card | <input type="checkbox"/> MyData | <input type="checkbox"/> Student Grades |
| <input type="checkbox"/> IEP Goals Data | <input type="checkbox"/> DIBELS Math | <input type="checkbox"/> DIBELS | <input type="checkbox"/> School Accountability Report Card (SARC) |
| <input type="checkbox"/> CA Dashboard | <input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) | <input type="checkbox"/> Interim Comprehensive Assessment (ICA) | <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> School Experience Survey | <input type="checkbox"/> Publisher's Assessments | <input type="checkbox"/> Reading Inventory (RI) | <input type="checkbox"/> N/A |

Please type new data and click Add New button



1. List key findings related to English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). CA Dashboard data must be included when available. * Required

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. * Required

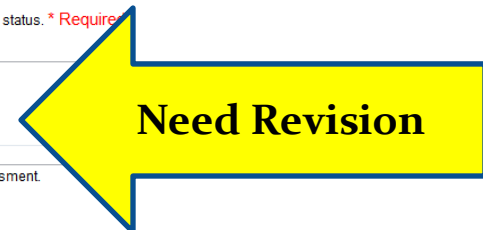
3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. * Required

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *

State the School's Measurable Objective(s) for . If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

By June 2019, there will be a 5% increase from 22% to 27% of students in grades 3-5 meeting or exceeding standard on the overall reading claim on SBAC summative assessment.

By June 2019, there will be a 14% increase from 51% to 65% of students in grades Kindergarten-2nd grade meeting or exceeding benchmark as measured by the DIBELS EOY assessment.



Pacing Plan - Week 1: Data Collection

- Sources of Data (Top of Each Goals & Objectives Section)

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data sources reviewed to address this Academic Goal

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> ELPAC | <input type="checkbox"/> School Report Card | <input type="checkbox"/> MyData | <input type="checkbox"/> Student Grades |
| <input type="checkbox"/> IEP Goals Data | <input type="checkbox"/> DIBELS Math | <input type="checkbox"/> DIBELS | <input type="checkbox"/> School Accountability Report Card (SARC) |
| <input type="checkbox"/> CA Dashboard | <input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC) | <input type="checkbox"/> Interim Comprehensive Assessment (ICA) | <input type="checkbox"/> Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> School Experience Survey | <input type="checkbox"/> Publisher's Assessments | <input type="checkbox"/> Reading Inventory (RI) | <input type="checkbox"/> N/A |

- See example in item #1 prompt:

(e.g., student outcome data, observations, surveys, focus groups, etc.).

(Handouts – Source List and Memo)

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	CBELLS Math
<input type="checkbox"/>	CBELLS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	NA

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	CBELLS Math
<input type="checkbox"/>	CBELLS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	NA

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)**

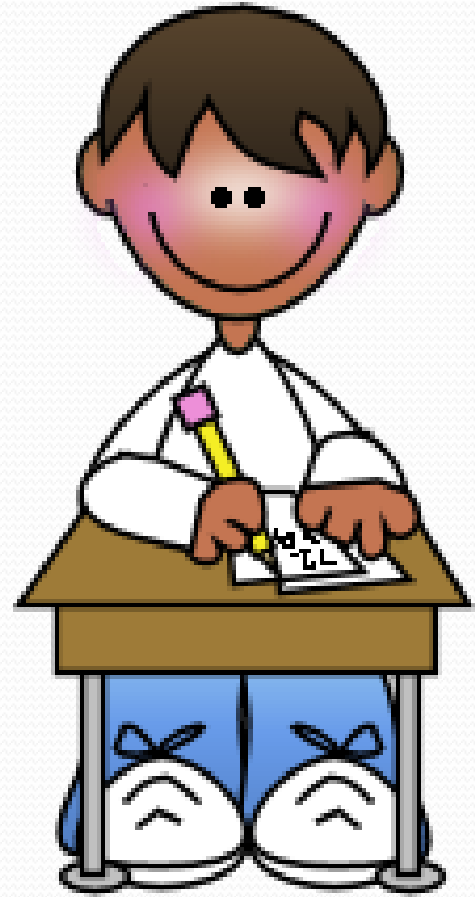
LAUSD Goal: All limited English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	CBELLS Math
<input type="checkbox"/>	CBELLS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	NA

Recommended
Data Sources
Direct From
SPSA Template

MEM – 6700.2

- Comprehensive Assessment Program: District - Assessments 2018-19



Pacing Plan - Week 1-2: Data Analysis with Team


- Team Selection
 - SSC members (Familiar with SPSA)
 - Testing Coordinator (TOMS Access - Data)
 - Teacher Leads (Curriculum and Grade Level)
 - Counselor (Access to Data)
 - Administrator (Access to Data)
- Data Analysis Protocols
 - Strategies for Examining Data and Creating A-ha Moments

(Handout – Protocols)



Pacing Plan - Week 3 & 4: Goal & Objectives

Items 1-5 & School's Measurable Objectives


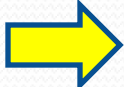

- #1 Key Findings (From Multiple Data Sources) 
“(e.g., student outcome data, observations, surveys, focus groups, etc.) CA Dashboard data must be included when available.”

 Findings Are Results of Team's Data Analysis

- #2 Root Causes/Underlying Issues **RELATED to Key Findings** – Show the Connection Between Them

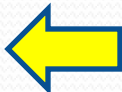


Continue...

- #3 Strategies that Worked / Contributed to Success
 Connection to Previous Measurable Objectives
- #4 Next Steps
 Connection to Previous Measurable Objectives
- #5 (Only for 100% Graduation) Reason Not 
Addressing 100% Graduation – Connection to #1-4

(Handout: Recommendation Activity from 11/7)

School's Measurable Objective

- Connection to #1-4 (especially the Key Findings) 
 - SMART Goals
 - Specific
 - Measurable
 - Actionable
 - Relevant
 - Time-Bound
- **An objective for each grade level**
 - **Objectives based on the key findings and the specific areas in need of improvement**
 - **Objectives clearly connected to supporting Title I programs and at-risk students**

New Requirement: School's Measurable Objectives

- (Taken Directly From SPSA Template)

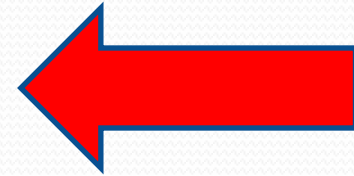
“State the School’s Measurable Objectives. If the school is in “Red” or “Orange” status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status.

**Required”*

Pacing Plan

Week 5, 6, & 7: Focus Areas

- Strategy: (Very Specific and Thorough)



What is your school going to do to meet your data-based School's Measurable Objectives in this focus area?

What will that look like?

Details, Details, Details –
Paint a Picture!



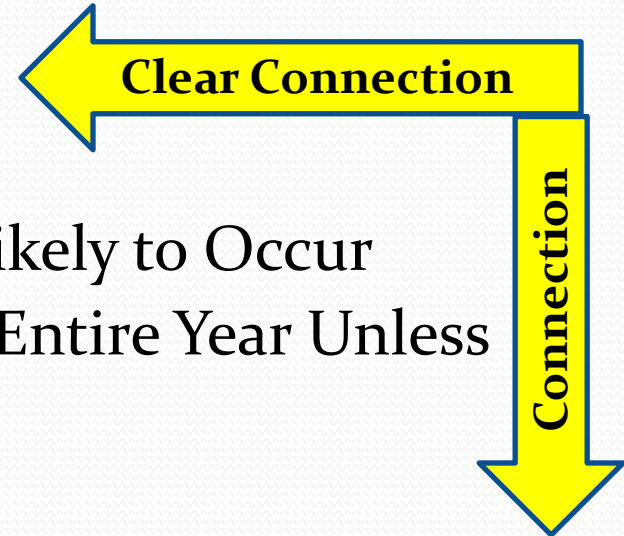
Strategies Clearly Connected to...

- Dates Strategies Are Implemented:

Specific Dates

Date Range Covering When Likely to Occur

Don't Put Dates Covering the Entire Year Unless
It's a Position



- Measuring Effectiveness of Strategies on Those Dates:

Specific Methods/Tools Used (observations, teacher or student feedback, surveys, evaluations, data analysis, implementation in classroom, learning walks, student work, data reports, pre & post tests or activities, journaling, presentations, participation, work logs, etc.)

Sample Focus Area & Strategies Section (Pre-filled)

Focus Area & Strategies

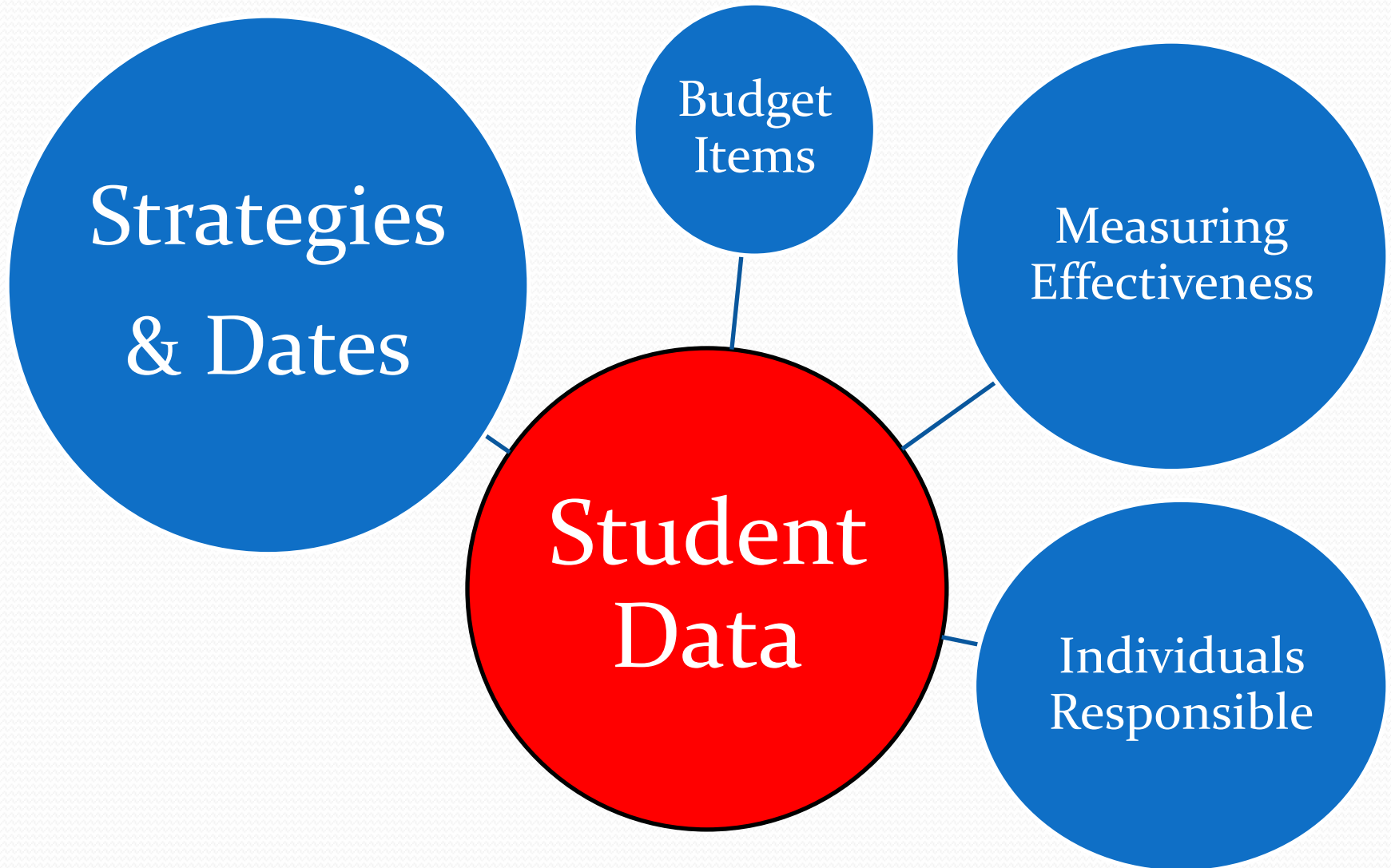
When addressing this Goal, include Integrated ELD in one or more Focus Areas

Lesson Planning, Data Analysis, and Professional Development

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Title I coordinator will conduct ELA professional development activities including the facilitation of effective instructional programs for Title I students in the following areas: (1) Utilizing Reading A-Z, Lexia, and Achieve 3000 to increase students' foundation skills, reading comprehension, and reading fluency with accuracy. (2) How to create a classroom library with books at students' instructional and ELD reading level. (3) Analyze data reports (TRC, DIBELS, Achieve 3000, ELD levels, and LIA) to differentiate instruction. (4) Progress Monitoring administration and data analysis for effective student grouping during designated and integrated ELD time. (5) Monitor student achievement</p>		<p>Title I coordinator and Administration will meet weekly to discuss topics for school-wide ELA PD, review staff surveys and ELA PD exit tickets, and engage in reflecting conversations regarding the effectiveness of ELA professional development.</p>
<p>Teachers will use ELD standards to plan and scaffold core curriculum lessons to include EL strategies and activities at their ELD level. (Integrated ELD) Teachers will plan using graphic organizers, sentence frames differentiated prompts and rubrics for EL learners.</p>		<p>EL designee and administration will review and monitor weekly lesson plans and engage in reflecting conversations regarding effectiveness of differentiated activities.</p>

Must Be Revised for 2019-2020 Do Not Leave As Is

Make Sure They Are Connected

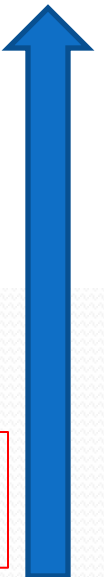


Pacing Plan - Week 8: Budget Items

To add/edit budget items, Please click on the pencil and paper icon located on the far right side of each Focus Area



Funding Source	Budget Description & Budget Item No	Total Cost & FTE	Funding %
No Records Found!			



To Access and Add Items

Sample Budget Items



Funding Source	Budget Description & Budget Item No	Total Cost & FTE	Funding %
CE-ESSA T1 Schools(7S046)	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	115,775 1.00	100
CE-ESSA T1 Schools(7S046)	11681 - CRD DIF CAT PRG ADV	1,539	100
CE-ESSA T1 Schools(7S046)	50243 - SOFTWARE LICNS MAINT	7,815 0.00	100
CE-ESSA T1 Schools(7S046)	50002 - CONTR INSTRL SVC	70,000 0.00	100

Align Budget Items to Strategies – Ask Yourself

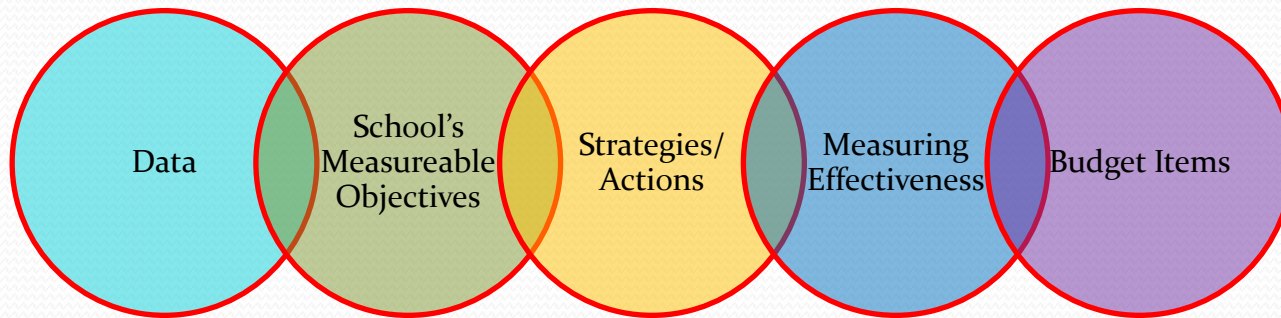
- What Do You Need To Implement The Strategies?
- Is It Supplemental?
- Is It Allowable Under Title I?
- Did You Consult The Program And Budget Handbook?
- Is This The Best Resource For Implementing The Strategy And For Successfully Meeting the Measurable Objectives?
- Is There a Clear Connection?

(Handout: Budget at a Glance)

Pacing Plan

Week 9: Review Entire Document

- Find a Quiet Place to Read
- Read / Correct for Errors, Omissions, Spelling, Grammar
- Read Each Section Looking for Connections



- End of Week 9 – Goal – A Completed Draft!!



Pacing Plan

Week 10: Present to SSC

- Must Present Both - SPSA and Budget
- Both Must Be on Agenda
- Both Must Be in Minutes
- Both Need to Be Approved and Voted Upon



Pacing Plan

Week 11: Revisions Per SSC



- If SSC Does Not Approve the Plan or Budget
- Collect Data or Information Needed
- Make Necessary Revisions
- Plan for Presenting Revisions to SSC

Pacing Plan

Week 12: Present Revisions to SSC

- Present to SSC
- Document on Agenda and Minutes
 - Just Like the First Time



Pacing Plan- Week 13: Prepare Documents

- Budget Development is Right Around the Corner
- Prepare Supporting Documents
- Relax
- Deep Breath
- You Got This!



Suggested SPSA Pacing Plan for Completion

Monday	Tuesday	Wednesday	Thursday	Friday
12/3	12/4	12/5	12/6	12/7
Data Collection / Data Analysis with Team				
12/10	12/11	12/12	12/13	12/14
Data Analysis with Team				
12/17	12/18	12/19	12/20	12/21
12/24	12/25	12/26	12/27	12/28
12/31	1/1	1/2	1/3	1/4
1/7	1/8	1/9	1/10	1/11
Goal & Objectives - Items 1-5 & School's Measurable Objective (100% Grad, ELA, Math Sections)				
1/14	1/15	1/16	1/17	1/18
Goal & Objectives - Items 1-5 & School's Measurable Objective (SL, Parent/Community, 100% Attend. Sections)				
1/21	1/22	1/23	1/24	1/25
Focus Areas & Strategies, Actions & Tasks/Dates/Measurement of Strategies' Effectiveness (100% Grad & ELA Sections)				
1/28	1/29	1/30	1/31	2/1
Focus Areas & Strategies, Actions & Tasks/Dates/Measurement of Strategies' Effectiveness (Math & SL Sections)				
2/4	2/5	2/6	2/7	2/8
Focus Areas & Strategies, Actions & Tasks/Dates/Measurement of Strategies' Effectiveness (Parent & Attend. Sections)				
2/11	2/12	2/13	2/14	2/15
Budget Items - Funding Source, Budget Description & Item #, Cost (All Sections)				
2/18	2/19	2/20	2/21	2/22 last day
Review SPSA for Accuracy / Make Revisions				GOAL!
2/25	2/26	2/27	2/28	3/1
Present SPSA and Budget to SSC for Approval				
3/4	3/5	3/6	3/7	3/8
If Needed: Revisions if Requested by SSC				
3/11	3/12	3/13	3/14	3/15
If Needed: Present Revised SPSA and Budget to SSC for Approval				
3/18	3/19	3/20	3/21	3/22
Prepare Documents for Budget Development				
3/25	3/26	3/27	3/28	3/29
4/1	4/2	4/3	4/4	4/5
4/8	4/9	4/10	4/11	4/12



Green = Holiday / Break

Red = Tentative Dates for Budget Development – Your Appointment Date TBA

Note: What if there are Unforeseen Interruptions / Obstacles?

Support Sessions

- Designees Who Are New to SPSA:
Appointments @ Sellery – Invite Only
- Schools With No Designee Or Unusual Situation:
Appointments Will Be Scheduled – Location TBD
- Designees Who May Need Support:
Appointments @ Sellery – Invite Only
- Work Sessions For Designees Who Need Time Away
To Work on SPSA (in February):
Sign-ups Will Be Sent Out In January – First
Come, First Serve