

Gifted Annual Plan

School Year 25-26

Purpose and Directions

The purpose of the Gifted Education Annual Plan is to align efforts and targets to improve gifted student achievement and growth. It fulfills the obligations for accountability as defined within the Exceptional Children Education Act (ECEA) for the Gifted Education Annual Plan. This plan fulfills the necessary components of the UIP Addendum for gifted and will be posted by CDE in connection with the district UIP. An AU shall submit an annual plan no later than April 15th in order to receive AU gifted education funds for the next fiscal year.

Directions:

To fulfill requirements set forth in ECEA, each AU must identify 1 to 3 major improvement strategies annually. BOCES or Multi-District AUs may set improvement strategies for entire AU or individual districts. Based on AU identified program elements within the CPP or through the GEM process, each year the AU will identify a priority performance challenge, develop a major improvement strategy, and establish annual target(s) identified to shift practice and improve gifted student performance. Complete plans address all key requirements for each target.

Major Improvement Strategy 1 (Required)

Select the program element your annual plan will address.

Personnel

Provide the evidence and rationale for the selection of this program element.

This can include reflection from last year's target(s), integration of feedback from monitoring, alignment to district/BOCES priorities, measurement of success of the previous actions, [data analysis](#), policies and procedures, and/or research, etc.

For the 2025-2026 school year, Aurora Public Schools remains committed to enhancing our support for gifted learners by strategically increasing personnel dedicated to gifted education and providing robust professional development for all staff who serve these students for at least 50% of their day. We acknowledge the significant caseloads currently managed by our 18 full-time equivalent Gifted Education Facilitators, who support over 3,800 students across 59 schools with responsibilities encompassing identification, ALP development, and program support. For the upcoming school year, the Office of Advanced Academics will employ the equivalency of 23 full-time Gifted Education Facilitators to service the schools within APS. While recognizing the progress made in increasing staffing, we understand that further augmenting our team is crucial to ensuring sufficient time for effective implementation and achieving desired program outcomes. To this end, we are actively working towards a staffing model that includes two (2) dedicated Coordinator roles within the Office of Advanced Academics and Gifted Services to manage day-to-day operations, allowing the Director to focus on strategic vision and program oversight. Furthermore, we are committed to providing targeted professional development opportunities to all personnel working with gifted students for a significant portion of their time, ensuring they are equipped with the specialized knowledge and skills necessary to effectively address the unique academic and social-emotional needs of this population and meet all state compliance requirements. In situations where roles are shared, clear time allocations and responsibilities for gifted education will be explicitly defined.

As noted above, a concrete step towards increasing support for our gifted learners, the Office of Advanced Academics and Gifted Services is pleased to announce an increase in Gifted Education Facilitator allocations in all K-8 and middle schools across the district. For the 2025-26 school year, the allocation for these crucial support roles will increase from 0.25 FTE to 0.50 FTE. This significant enhancement will provide schools with

greater dedicated staffing to more effectively identify, serve, and support the academic and social-emotional growth of our gifted student population within these grade levels.

Determine the student performance priority this program element will address.

What is the current state of student performance this plan aims to address?

Aurora Public Schools acknowledges the findings of the Gifted Education Monitoring (GEM) review, which indicated partial compliance with the following key requirements. We want to assure the Colorado Department of Education that the Office of Advanced Academics and Gifted Services is actively working to address these areas, with a primary focus on increasing gifted personnel across the district.

12.02(2)(f)(iv) Progress Reports: Aurora was partially compliant in aligning ALP progress reports with the district's schedule for parent reporting and conferences. The increase in gifted personnel will enable better alignment, facilitating timely adjustments to ALP goals and programming based on student progress and ensuring consistent goal revisions during reporting periods.

12.02(2)(f)(v) Personnel Involved in ALP Development: The GEM review noted inconsistent personnel involvement in ALP development and progress meetings. Increasing gifted personnel will foster greater collaboration among classroom teachers, gifted staff, parents, and students, leading to a more inclusive ALP development process and enhanced support for academic and affective goals.

12.02(2)(g)(i) Notification of ALP Development: Aurora demonstrated partial compliance in informing stakeholders about ALP development and goal review schedules. With increased gifted personnel, the district will ensure proactive and comprehensive communication, supporting alignment between ALP goals, instruction, and individual student needs for consistent review and adjustment.

12.02(2)(g)(ii) Responsibility for ALP Development and Monitoring: Partial compliance was noted in ensuring parents and classroom teachers actively support ALP goals. Increasing gifted personnel will facilitate greater involvement of these stakeholders in the goal-setting process, enabling more effective collaboration with gifted education personnel to develop aligned and measurable goals.

12.02(2)(h) Programming to Support Gifted Students: APS is partially compliant in providing consistent gifted programming within general education and expanding secondary programming. Increased gifted personnel will support more consistent implementation of models like cluster grouping, expand secondary opportunities, and enhance interaction between students and GT Facilitators for ALP review and programming information, while also addressing social-emotional needs.

12.02(2)(h)(ii) Ongoing support and enrichment for gifted and high potential students: APS was partially compliant in providing consistent support for students with exceptional abilities, particularly regarding underachievement and MTSS integration. Increased gifted personnel will allow for more consistent progress monitoring and a more robust system of support and enrichment to cultivate students' talents.

Our Ongoing Commitment:

The initiative to increase gifted personnel across the district is a crucial step in addressing these areas of partial compliance. This strategic enhancement will significantly improve the effectiveness of ALP development and monitoring, as well as strengthen programming to support students' strength-based goals. We anticipate this will lead to:

Improved Goal Alignment: More comprehensive ALP development and monitoring, ensuring goals are well-aligned with instruction and expanded learning opportunities.

Timely Adjustments: Consistent and timely adjustments to goals and programming based on aligned progress reports.

Stakeholder Engagement: Enhanced communication and collaboration among parents, teachers, and gifted education staff in the ALP process.

Equitable Access: Increased capacity to address diverse needs and ensure equitable access to gifted education services for all identified students.

Aurora Public Schools is dedicated to continuous improvement in our gifted education programming and believes that increasing gifted personnel is a vital component in achieving full compliance and providing the highest quality services to our gifted learners.

Set anticipated annual target(s) including action steps and timeline for implementation with specific benchmarks and dates.

Recognizing the increasing number of identified gifted students, the development of a robust Talent Development Pool, and the imperative to provide comprehensive support for our very diverse population of high-potential learners, Aurora Public Schools strategically collaborated with the Executive Leadership team and the Budget Office to secure additional staffing for the Office of Advanced Academics. This multi-phase initiative, which commenced last school year, underscores our proactive commitment to strengthening gifted education across the district. For the 2025-2026 school year, the Office of Advanced Academics will add 5 additional full-time gifted education facilitators to its team.

Phase 1: Planning and Recruitment (which began January–June 2024) laid the groundwork by identifying staffing needs, securing budget allocation through collaborative efforts with district leadership, developing targeted recruitment strategies, and exploring partnerships for gifted education certification pathways by working closely with other school districts in the Metro-Denver area. The benchmark was a clear hiring and recruitment plan with allocated funding. For the 2025-26 school year, we are moving from 18.0 FTE to 23.0 FTE to support gifted learners in schools across the district.

Phase 2: Onboarding and Training (which began July–October 2024) focused on preparing both new and existing staff to effectively support Advanced Learning Plans (ALPs) aligned with classroom programming. This included orientation, professional development on ALP creation, differentiation, equitable practices, and district resources, alongside mentorship programs. The benchmark was all personnel trained and ready for effective ALP implementation. As we move into the 2025-2026 school year, all gifted education staff members are preparing to close out the current school year with bridging goals for all formally identified students to support a smooth transition from the 2024-25 school year to the upcoming 2025-26 school year.

Phase 3: Implementation and Monitoring (November 2024–May 2025) involved strategically assigning staff based on student needs, regularly reviewing ALP implementation and student progress, collecting stakeholder feedback, and using data to inform adjustments. Benchmarks included documented program improvements and stakeholder satisfaction. The Office of Advanced Academics increased collaborative efforts with the district mental health department (counselors, social workers, and school psychologists) to enhance their understanding of ALP goals and the process, as well as strategies to support the affective goals crucial for a gifted student's success. This collaborative process will continue into the 2025-26 school year as we increase support staff for gifted students.

Phase 4: Evaluation and Reporting (June 2025) will assess the impact of new personnel through data analysis on student outcomes and staff effectiveness, with findings presented to district leadership to guide future scaling efforts. The benchmark is a comprehensive evaluation report with actionable recommendations. The Office of Advanced Academics will also prepare for the onboarding of new staff members and plan professional learning opportunities for the district as the new school year begins.

Timeline and Specific Benchmarks:

January - March 2025: Needs assessment and planning completed, informing budget requests.

April - June 2025: Recruitment process finalized and initial hiring underway.

July - October 2025: New staff onboarding and initial training completed.

November 2025-January 2026: Mid-year program evaluation conducted to assess initial impact of staffing increases.

June 2026: End-of-year evaluation report completed, informing staffing allocations and professional development for the upcoming school year 2026-2027.

With the planned addition of four (4) additional 1.0 FTE for the 2026-2027 school year, all schools in Aurora Public Schools will have, at minimum, a dedicated 0.50 FTE Gifted Education Facilitator.

This detailed timeline demonstrates our strategic and phased approach to increasing staffing within the Office of Advanced Academics, directly addressing the growing needs of our gifted and high-potential learners through collaborative planning and dedicated resource allocation.

Explain how meeting this target will improve gifted student performance.

What is the desired state of student performance once this target is met?

As we continue to grow as a department in Aurora Public Schools our main priority continues to be the target of increasing gifted personnel and enhancing their training; this will directly and significantly improve gifted student performance in the following ways:

1. Personalized Support for Students

Impact on Student Performance:

Increased personnel allows for a lower student-to-staff ratio, enabling more individualized attention for each gifted learner. Tailored support will help students reach specific goals outlined in their Advanced Learning Plans (ALPs).

How This Leads to Improvement:

Personalized strategies ensure that students are appropriately challenged, which leads to higher engagement, deeper understanding of content, and improved academic outcomes.

2. Enhanced Quality of Advanced Learning Plans (ALPs)

Impact on Student Performance:

Gifted personnel trained in ALP development and monitoring can create plans that are more aligned with each student's strengths, interests, and areas for growth. This will ensure that students are consistently progressing toward advanced performance benchmarks.

How This Leads to Improvement:

With high-quality ALPs, students are more likely to receive differentiated instruction and enrichment opportunities that support their cognitive and affective development.

3. Increased Access to Rigorous and Enrichment Opportunities

Impact on Student Performance:

With more staff available, gifted students will have better access to specialized programs, such as advanced courses, mentorships, competitions, and independent studies.

How This Leads to Improvement:

Exposure to rigorous and enriching experiences fosters higher-order thinking, creativity, and problem-solving skills, which translate to improved academic performance and real-world readiness.

4. Equity and Inclusion for Underrepresented Populations

Impact on Student Performance:

Additional personnel can focus on identifying and supporting gifted students from traditionally underrepresented groups, such as bilingual students and those from low-income backgrounds.

How This Leads to Improvement:

Addressing equity gaps ensures that more students receive appropriate services, which can boost academic growth and close achievement gaps among diverse populations.

5. Professional Development for Classroom Teachers

Impact on Student Performance:

Gifted personnel can provide ongoing training and coaching to classroom teachers, equipping them with strategies to differentiate instruction effectively for gifted learners in general education settings.

How This Leads to Improvement:

When teachers are better prepared to meet the needs of gifted students, the overall classroom environment becomes more conducive to advanced learning, resulting in improved outcomes for all learners.

6. Monitoring and Continuous Improvement

Impact on Student Performance:

Dedicated gifted personnel can regularly assess the progress of students and adjust interventions as needed to ensure alignment with learning goals.

How This Leads to Improvement:

Continuous monitoring allows for timely interventions and support, ensuring students stay on track to meet or exceed performance expectations.

Summary

By increasing the number of gifted personnel and equipping them with the necessary skills and resources, Aurora Schools will continue to create a robust support system for gifted learners. This will lead to improved academic achievement, greater equity, and enhanced preparation for advanced educational and career opportunities. The initiative aligns with the district's strategic plan for Destination APS: Academic Achievement and Postsecondary Readiness. Our plan directly supports that goal that 'every child achieves academic success and graduates prepared for individualized postsecondary options of their choice.'

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each.

Identify who is responsible for implementing this years actions steps and the roles/decision making authority of each area below:

1. **Responsible Person(s):**
2. **Accountable Person(s):**
3. **Consulted Person(s):**
4. **Informed Person(s):**

Enhanced Stakeholder Roles and Responsibilities in Gifted Education in Aurora Public Schools (Building on Previous Year's Efforts)

The Office of Advanced Academics remains committed to the priority improvement goal of clearly defining and implementing stakeholder roles and responsibilities to strengthen our support for gifted and high-potential students. This work, initiated last year, continues to be a key focus, ensuring a collaborative and effective approach to meeting the unique needs of these learners.

For the current year's action steps, the roles and decision-making authority are as follows:

Responsible Person(s):

Gifted Education Facilitators: Directly responsible for implementing identified strategies, collaborating with teachers, developing and monitoring ALPs, and providing direct support to gifted students.

School Counselors, Social Workers, and School Psychologists: Responsible for supporting the affective needs of gifted students, collaborating on ALP goals related to social-emotional well-being, and providing expertise in mental health support.

Classroom Teachers: Responsible for differentiating instruction, implementing ALP accommodations and modifications within the classroom, and collaborating with GT Facilitators and parents.

Other School Support Staff (e.g., instructional coaches, interventionists, ESS, CLDE): Responsible for providing specialized support and collaborating on programming as needed.

School Leaders (Principals and Assistant Principals): Responsible for fostering a school-wide culture that supports gifted education, ensuring the implementation of gifted programming, and providing leadership and resources for gifted education initiatives within their buildings.

Accountable Person(s):

Director of Advanced Academics and Gifted Services: Ultimately accountable for the successful implementation of the action steps related to this goal, ensuring alignment with district-wide gifted education initiatives and state regulations. Oversees the work of GT Facilitators and the overall progress of the improvement goal.

Gifted Education Facilitators: Accountable for the effective implementation of ALP development and monitoring within their assigned schools, student progress, and collaboration with stakeholders.

Building Leaders: Accountable for ensuring that gifted education programming is implemented effectively within their schools and that staff are supported in their roles related to gifted learners.

Consulted Person(s):

ESS (Exceptional Student Services) Department Members: Provide expertise on special education considerations and ensure appropriate support for twice-exceptional learners.

CLDE (Culturally and Linguistically Diverse Education) Department Members: Offer guidance on culturally responsive practices and support for multilingual gifted learners.

Members of the Mental Health Team: Provide expertise on the social-emotional needs of gifted students and contribute to the development of effective support strategies.

Instructional Coordinator Team: Offer insights on curriculum alignment and effective instructional strategies for differentiation.

Other Members of the District Director Team: Provide input from various district perspectives and ensure alignment with broader district goals.

Members of the Office of Advanced Academics and Gifted Services: Contribute their expertise and collaborate on the development and implementation of action steps.

Informed Person(s):

District Leadership Team: Kept informed of the progress, outcomes, and any challenges related to this priority improvement goal.

School Leaders: Regularly informed of the progress and expectations for implementation within their schools.

Parents: Provided with information regarding the district's efforts to support gifted learners and the roles of various stakeholders in their child's education.

In conclusion, Aurora Public Schools is dedicated to fostering the success of our gifted and high-potential learners through a multi-faceted approach encompassing early access, robust identification processes, strategic staffing increases, ongoing professional development, and clearly defined stakeholder responsibilities. While acknowledging areas for growth identified in the GEM review, the Office of Advanced Academics remains committed to continuous improvement, ensuring compliance with state regulations and the provision of equitable and high-quality programming that meets the unique academic and social-emotional needs of our exceptional students across the district.

Identify the measures used to assess the success of the proposed action(s).

Measuring the success of the comprehensive efforts outlined for Aurora Public Schools' gifted education program will require a multifaceted approach, focusing on both quantitative and qualitative data across various stakeholders. Here are key areas and potential metrics to consider:

1. Student Outcomes:

- Academic Growth: Track the progress of identified gifted students on standardized assessments (state and local) in core subject areas over time, comparing their growth to their non-gifted peers and expected growth trajectories. Analyze achievement levels and growth in specific areas of strength identified in their ALPs.
- ALP Goal Attainment: Monitor the percentage of ALP academic and affective goals that students achieve within the designated timeframes. This provides a direct measure of the program's impact on individual student needs.
- Advanced Coursework: Track the enrollment and success rates of gifted students in advanced coursework (e.g., Honors, AP, IB, CE) at the secondary level. Increased participation and strong performance indicate effective preparation and support.
- College and Career Readiness: Over the long term, monitor college enrollment rates, college majors pursued (particularly in STEM or areas of talent), and career paths of former gifted students.
- Talent Development Pool Progress: Track the academic and creative growth of students in the Talent Development Pool, monitoring their movement into formal gifted identification based on demonstrated potential.
- Supports for 'High Potential' Students: Aurora Public Schools will implement a deliberate and systematic approach to monitor the supports provided to high-potential students, encompassing the tracking of support types, the evaluation of their effectiveness, and the measurement of their impact on student growth and well-being.
- Early Access Success: For students who entered early, monitor their academic and social-emotional adjustment and progress in the accelerated grade level compared to their same-age peers and older classmates.

2. Program Implementation and Fidelity:

- Staffing Levels and Caseloads: Track the increase in FTE for Gifted Education Facilitators and monitor their caseloads over time to assess if the increased staffing is leading to more manageable workloads and improved support.
- Professional Development: Measure the participation rates and impact of professional development opportunities for staff working with gifted students through surveys, observations, and student outcome data.

- ALP Development and Monitoring: Audit ALPs for quality, alignment with student needs, evidence of stakeholder involvement, and timely progress monitoring and adjustments.
- Implementation of Cluster Grouping and Other Models: Monitor the consistent and effective utilization of instructional models designed for gifted learners across classrooms and schools.
- Early Access Process Adherence: Track timelines for application review and determination to ensure compliance with state regulations.

3. Stakeholder Engagement and Satisfaction:

- Parent Surveys: Regularly collect feedback from parents regarding their understanding of the gifted program, their involvement in ALP development, communication effectiveness, and overall satisfaction with the support provided to their children.
- Student Surveys: Gather student perspectives on the rigor and relevance of their learning experiences, their social-emotional well-being, their interaction with GT Facilitators, and the availability of programming options.
- Teacher Surveys and Feedback: Collect input from general education teachers and GT Facilitators on the effectiveness of collaboration, the usefulness of professional development, and the impact of gifted programming on student learning.
- Administrator Feedback: Gather feedback from school leaders on the effectiveness of district support for gifted education within their buildings.

4. Equity and Access:

- Demographic Data in Identification: Monitor the representation of diverse student populations (including race/ethnicity, socioeconomic status, EL status, and students with disabilities) in gifted identification and programming to ensure equitable access.
- Talent Development Pool Effectiveness: Analyze the demographics of the Talent Development Pool and track the success of strategies aimed at identifying and nurturing potential in underrepresented populations.

Data Collection Methods:

- Quantitative Data: Standardized test scores, grades, enrollment in advanced courses, ALP goal attainment data, staffing ratios, professional development participation rates, demographic data.
- Qualitative Data: Surveys, interviews, focus groups with students, parents, teachers, and administrators, ALP audits, observations of classroom practices.

Analysis and Reporting:

- Establish baseline data for key metrics before and after the implementation of program changes (e.g., increased staffing).
- Analyze data trends over time to identify areas of growth and areas needing further attention.
- Disaggregate data by student subgroups to monitor equity and identify disparities.
- Regularly report findings to the Office of Advanced Academics, district leadership, and the community to inform ongoing program improvement efforts.

By consistently collecting and analyzing data across these key areas, Aurora Public Schools can effectively

measure the success of its initiatives, demonstrate its commitment to gifted education, and make data-informed decisions to continually enhance the support and opportunities provided to its gifted and high-potential learners.

Determine Alignment to district/BOCES priorities.

In what ways is this work convergent with other priorities within district/BOCES? If this work is divergent, what opportunities are there to connect with other work/departments/priorities so it isn't a stand alone initiative?

The work of the Office of Advanced Academics and Gifted Services is integral to the district's overarching strategic plan, particularly focusing on the priority of supporting academic achievement and post-secondary readiness. Supporting gifted and high-potential students is not a separate endeavor but is deeply convergent with Destination APS's core priorities, especially the commitment that every student will achieve academic success and graduate prepared for individualized postsecondary options of their choice. Here is how this work converges:

Equity and Access for All Students: Our commitment to identifying and nurturing gifted potential in all students directly aligns with Destination APS's priority of Equity and Access for All Students. By actively addressing equity gaps in gifted education, as highlighted in the strategic alignment, we are working to reduce disparities in academic opportunities for underrepresented groups, including bilingual and low-income students. This ensures that traditionally underserved populations are identified and supported, directly advancing the district's broader mission of equity and access and helping to close achievement gaps, promoting success for every learner.

Closing Achievement Gaps: The strategic focus on identifying and serving underrepresented gifted learners is a key contribution to Destination APS's goal of Closing Achievement Gaps. By providing appropriate academic challenges and targeted support for these students within diverse populations, we foster improved outcomes, leading to measurable academic growth and directly narrowing achievement disparities across all student subgroups.

Differentiated Instruction and Inclusive Practices: Our initiative to hire additional gifted personnel to support classroom teachers is directly convergent with Destination APS's emphasis on Differentiated Instruction and Inclusive Practices. As the strategic alignment notes, these personnel will collaborate with teachers to provide coaching, resources, and co-teaching opportunities, ensuring that the diverse learning needs of all students are met, from intervention to enrichment, thereby strengthening inclusive practices district-wide.

Social-Emotional Learning (SEL) Priorities: The inclusion of academic and affective goals within Advanced Learning Plans (ALPs) for gifted students directly supports Destination APS's Social-Emotional Learning (SEL) Priorities. With increased personnel, as outlined in our plan, the district can better monitor and support the social-emotional growth of these learners, fostering resilience, self-advocacy, and overall well-being, which aligns with the district's broader commitment to students' holistic development.

Compliance with State Standards and Accountability Measures: Increasing gifted personnel is not only crucial for providing effective services but also directly supports Destination APS's commitment to Compliance with State Standards and Accountability Measures. As the strategic alignment indicates, this action directly addresses state requirements, such as those in 12.02(2)(f) and 12.02(2)(g), and aligns with district/BOCES accountability goals. Ensuring this compliance strengthens our program quality, boosts stakeholder confidence, and leads to improved outcomes for gifted learners, contributing to broader accountability metrics.

Professional Development and Capacity Building: The professional development provided to both gifted personnel and classroom teachers directly aligns with Destination APS's goal of Professional Development and Capacity Building. As the strategic alignment points out, enhanced training opportunities empower staff to implement research-based strategies for gifted education, ultimately benefiting all students through improved differentiation and enrichment opportunities, thereby building overall instructional capacity within the district.

In summary, the work of enhancing our gifted education program through increased personnel and targeted supports is not a separate initiative but is deeply interwoven with Destination APS's core priorities. By directly addressing equity, fostering academic growth, supporting differentiated instruction and SEL, ensuring state compliance, and building staff capacity, this work converges with Aurora's broader strategic direction, ensuring

that all students, including our gifted and high-potential learners from all backgrounds, have access to high-quality, equitable educational opportunities that empower them to reach their full potential.

Major Improvement Strategy 2 (Optional)

Major Improvement Strategy 3 (Optional)

Assurances

Annual Plan Assurances

In accordance with the Exceptional Children’s Education Act, the AU shall comply with all applicable state and federal laws and regulations regarding the gifted education annual plan.

Assurances for Administrative Units (AUs) regarding submission of annual plans for gifted education:

- Administrative Units (AUs) are required to submit an annual plan to the Department, which serves as an addendum to the Unified Improvement Plan (UIP) specifically tailored to gifted education.
- The annual plan shall include a detailed action plan outlining specific strategies geared towards achieving predefined targets for improving gifted student performance.
- Administrative Unit Gifted Education Directors of Record are responsible for submitting the Gifted Education annual plan.
- The annual plan must be submitted no later than April 15 each year.
- District UIP teams have different timelines and deadlines. Therefore, coordinating services and resources requires collaboration between the district UIP team and AU Gifted Director of record in order to be aligned with improvement planning practices to meet state board rule.
- AUs must submit the annual plan before receiving gifted education funds.
- In alignment with state board rule improvement planning requirements, the Gifted Education Annual plans will be posted publicly in conjunction with district Unified Improvement Plans.
- Personally Identifiable Identification (PII) is not included in any part of the annual plan.

I, as the Gifted Education Director of Record, acknowledge I have read and understand the above assurances.

AU Gifted Education Director of Record Name

Lisa Conner