

## Comprehensive Progress Report

**Mission:** At C. Wayne Collier, we will provide a safe, positive, and **rigorous** learning environment to prepare **lifelong learners** to reach their maximum **potential**.

**Vision:** At C. Wayne Collier Elementary School, we are committed to providing an environment that emphasizes learning as an interactive process. We focus on every student's individual needs to ensure that all students succeed. Each student at C. Wayne Collier will be connected, challenged, and celebrated. These 3 C's will serve as the pillars of our foundation of young scholars.

**Goals:**

To increase the percentage of students who are proficient in Reading based on the EOG to 56% by the end of the 2023 school year and achieve a school letter grade of C.

To increase the percentage of students who are proficient in Math based on the EOG to 56% by the end of the 2023 school year and achieve a school letter grade of C.

To increase the percentage of students who are proficient in Science based on the EOG to 56% by the end of the 2023 school year and achieve a school letter grade of C.

All students will demonstrate kindness and respect for all adults and peers. We will decrease our office referrals to 6% or less.

To increase the composite Reading Achievement for Students with Disabilities to 40% by June 2025

To increase the composite Math achievement for Students with Disabilities to 35% by June 2025.

To increase the composite math achievement of our African American students to 45% by June 2024.

To increase the composite Reading achievement of our African American students to 50% by June 2023.

To increase the composite Science achievement for Students with Disabilities to 40% by June 2023

To increase the composite Science achievement of our African American students to 45% by June 2023.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Collier has developed a Positive Behavior matrix that is posted in all classrooms. Most of our teachers are very effective with classroom management strategies and are aware of the school's expectations. We have had a lot of staff turnover so we still have a lot of faculty members that need some assistance in this department.	Limited Development 10/05/2022		
<i>How it will look when fully met:</i>		Collier will strive to be a PBIS Model school, with a SET score of >90. All teachers will be fully integrated into the PBIS models and use research-based strategies to meet the needs of each student. Teachers will use the PBIS rewards system to encourage positive behavior and to award points to students. Correlation using ABE data and data from PBIS rewards will be used to monitor progress.		Marsha Gaines	05/31/2023
<i>Actions</i>			<b>1 of 3 (33%)</b>		
10/5/22	Morning Meetings will be built into the daily schedule; each teacher will be responsible for conducting a morning meeting daily to review PBIS expectations, build a community in their classroom, and teach/model/practice appropriate behaviors and social skills. (monthly)	Complete 10/18/2022	Marsha Gaines	10/14/2022	
<i>Notes:</i> The master schedule has a dedicated time in the morning for teachers to meet with their students to teach/reinforce/check in with them on the PBIS expectations. The morning announcements will include the Beaver Code and we will ensure that the PBIS matrix is posted in each classroom.					
10/5/22	Students will earn points for good behavior through our PBIS platform. Teachers will award points for following the school PBIS behavior code.		Marsha Gaines	01/31/2023	

*Notes:* The school has purchased the PBIS rewards system to digital give points to students for demonstrating positive behavior. The reward system will allow any staff member with the app to instantly reward students with points that they will be able to redeem in the Beaver Store. The Beaver Store is in the process of being re-vamp for easier accessibility. A Beaver Store will be utilized with the PBIS Rewards system to provide positive reinforcement to students; students will be allowed time to shop with their Beaver Bucks (points) and purchase items from the PBIS Store.

10/5/22 The ILT will review and discuss the discipline report from the ABE system.

Eric Bradley

03/31/2023

*Notes:* The discipline report will be reviewed monthly during the ILT & SIT meetings. This will allow us to see if we need to revisit, add, or adjust the PBIS expectations. This information will also inform allow us to look at our office referrals.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		CWCES currently has an Instructional Coach and a 3rd/4th-grade Multi-Classroom Leader (MCLs - Opportunity Culture) who meets with teachers and collaborates together to develop lesson plans, instructional activities, research-based practices, and other content-related resources to facilitate learning and instruction. They also develop coaching plans for the teachers they are assigned. We utilize common planning, CCS-approved instructional resources, and district-level curriculum and instruction meetings to improve student growth. Evidence of implementation includes weekly Instructional Leadership Team Meeting Minutes, Weekly Collaborative Planning Meeting Minutes, MCL Schedules, and Admin schedules.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		Instruction in the classrooms will align with the standards of the unit and weekly lesson plans. Teams will work together to plan whole-group ELA and Math lessons, and activities for guided, small-group, and independent practice. Walk-throughs will indicate these plans are taught with 90% fidelity. Student proficiency on end-of-grade tests will improve.		Larissa Perkins	06/02/2025
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/23/22	Grade-level teams will meet weekly to discuss whole-group ELA and math instruction for the upcoming weeks and submit the minutes' document to the shared google folder.			Charmaine Greenidge	10/31/2025
<i>Notes:</i>		Each grade level has there own shared drive that houses its grade-level agenda, team members' lesson plan folder, and meeting minutes.			
10/9/22	The administration will complete walkthroughs and informal/formal evaluations, and the whole group lessons observed will be consistent across a grade level, and based on the collaborative plan.			Larissa Perkins	11/30/2025

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Mrs. Gaines and Mrs. R. Johnson, Collier's SST, have already met several times this year to develop systems for teachers to become more knowledgeable in the MTSS process. Mrs. Gaines has presented to the staff the MTSS process and has met with grade-level teachers to discuss needed documents: example PEPs, documentation templates, Progress Monitoring forms, a step-by-step guide to MTSS, and parent notification letters. Mrs. Greenidge also met to discuss the district-wide requirements for the new Individualized Reading Plans for students.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		When this objective is fully met our grade level and school-wide proficiency numbers will be comparable to what they were pre-Covid. Teachers will have completed the needed MTSS referrals, and students that are truly in need will receive IEP services. When this is fully implemented all of our sub-groups will exceed their growth expectations and increase their achievement score to a score of at least 60% throughout Math, Reading, and Science		Charmaine Greenidge	06/02/2023
<i>Actions</i>			<b>1 of 7 (14%)</b>		
	10/8/22	The Instructional Coach will provide a monthly Instructional Practice Clinic on an educational resource and/or strategies based on teacher needs for all new staff.	Complete 09/14/2022	Charmaine Greenidge	09/30/2022
		<i>Notes:</i> The first Instructional Practice Clinic was held on 9/14/22 and the focus was on navigating and using Canvas efficiently. The next clinic occurred on 10/6/22 and teachers were able to walk through the resources apart of the Elementary Instruction Canvas Course.			

10/8/22	CWCES staff will receive continued training on the implementation of a tiered instructional system to meet the individual needs of students across all tiers throughout the school year and will share through professional development sessions with all staff.		Marsha Gaines	11/01/2022
<i>Notes:</i> CWCES student services team (SST) conducted a presentation outlining the MTSS and SST process during the October Staff Meeting. Follow-up sessions will occur in PLCs this week.				
10/23/22	Ms. Perkins will review the subgroup data with the staff and point out how our Students With Disabilities and our Black students are the 2 sub-group of students that did not meet their goals. The administrative team will remind the teachers that even though those students get pull-out services through the EC team and for small groups, it is imperative to provide them with strong tier-one interventions as well.		Larissa Perkins	11/07/2022
<i>Notes:</i>				
10/8/22	During PLCs, teachers and coaches will have the opportunity to determine, discuss, learn and incorporate high-yield instructional and behavior management strategies to be used in the classroom.		Charmaine Greenidge	12/01/2022
<i>Notes:</i>				
10/8/22	EC resource teachers will meet with grade levels during PLCs to discuss the progression of our students with disabilities.		Charmaine Greenidge	12/01/2022
<i>Notes:</i>				
10/23/22	The administrative team, and grade level teams will use bi-weekly data meetings to identify any gaps in the data between various subsets of students (including male/female, white/black, disabled/and non) and strategize on how to best close the gaps.		Larissa Perkins	03/31/2023
<i>Notes:</i>				
10/23/22	Time will be spent at grade-level PLC meetings discussing specifically how the small group instruction is planned for our Students with Disabilities and Black Students sub-groups that did not meet proficiency goals.		Charmaine Greenidge	05/23/2023
<i>Notes:</i>				

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			CWCES has begun to use the Multi-Tiered System of Support (MTSS) to generate a plan of action that will address the needs of our students. With this plan in place, CWCES expects a 3% decrease in student discipline occurrences. School staff is being trained using the online Vector system to recognize changes in students' mood/demeanor/attitude. Homeroom classes have a calming corner in their classroom to use as an intervention.	Limited Development 10/09/2022		
<b>How it will look when fully met:</b>			When this action is fully implemented, CWCES will have a system of interventions to support students with behavior and academic concerns. The interventions will provide communication with all stakeholders on interventions being done to promote academic and behavioral growth through support. CWCES will see a decrease in discipline rates due to a direct correlation with utilizing proactive measures to address concerns before the behavior requires possible consequences. CWCES will see an increase in parent/guardian involvement to address academic and behavioral concerns.		Marsha Gaines	06/02/2025
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	10/9/22	Students will engage in a social-emotional curriculum once a month through a guided lesson provided by the counselor or school support personnel.			Rochelle Johnson	10/31/2024
<i>Notes:</i>						
	10/9/22	PBIS training(s) will be provided to ensure all teachers use a consistent vocabulary and have consistent expectations			Marsha Gaines	11/01/2024
<i>Notes:</i>						
	10/9/22	Teachers will use the ABE system to track behavioral data			Eric Bradley	10/01/2025
<i>Notes:</i>						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Currently, at CWCES, our Pre-K teachers conduct home visits before the school year begins. Our incoming kindergarten students participate in Beginners day before going to Kindergarten. Students in 5th grade go to Hope Mills Middle school to learn more about the middle school concept and the transition to middle school.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>			Students and families will feel welcomed and prepared upon enrolling at C. Wayne Collier Elementary School. Students will be made aware of the expectations for their next grade level for all students. Teachers will understand standards across grade levels.		Marsha Gaines	06/02/2025
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/9/22		When new students enroll all teachers will schedule a family/school conference within the first 15 days of enrollment. Students will receive a welcome packet and admin conference which will be tracked by the front office.		Nikkie Jones	06/01/2025
<i>Notes:</i>						
	10/9/22		Teachers will meet quarterly in vertical teams to ensure alignment of content and that students' needs are being met as they transition from one grade to the next.		Charmaine Greenidge	06/01/2025
<i>Notes:</i>						



Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The LEA has an LEA Support and Improvement Team. The team offers professional development, a folder that houses for the SIP, work sessions and one on one sessions as needed for school leaders and process managers to ensure current aligned and SMART plans.	Limited Development 10/24/2022		
<i>How it will look when fully met:</i>		With a focus on student outcomes, the assigned Cumberland County School Area Superintendent, the School Principal and other identified team members will utilize the SIP to create SMART goals. Then, through the 12 Key Indicators, the team will identify 3-6 Indicators that are most in need of change to focus the work on this school year. These 3-6 indicators are a reflection of SMART goals and will have actions designed using Wise Ways to improve student learning.		Jackie White	06/01/2023
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/24/22	A dedicated support team including an Area Superintendent and Curriculum Specialists have been assigned to schools to ensure alignment of support and coaching for principals and teachers. Low performing schools will receive monthly visits from district curriculum specialists to observe teaching and learning, grade level/team planning, PLC meetings, etc. and provide feedback regarding areas of improvement and success.			Curriculum Specialists, Area Superintendent	06/01/2023
<i>Notes:</i>					
10/24/22	Area Superintendents will attend SIT meetings when requested or a minimum of once a semester to monitor decision making processes, to provide guidance, and to support effective practices.			Jackie White	06/01/2023
<i>Notes:</i>					

10/24/22	The Area Superintendent assigned to the school will work with the principal to ensure understanding of how the SIP is the foundation for continuous school improvement. The Area Superintendent will review the initial SIP and meet with the school principal or team to provide feedback and suggestions on their SIP.			Jackie White	06/01/2023	
<i>Notes:</i>						
10/24/22	Area Superintendents will provide coaching feedback in NCStar once a month for designated low performing schools. They will monitor actions and indicators being assessed, review the notes and monthly minutes to ensure schools are making progress towards achieving their SIP goals.			Jackie White	06/01/2023	
<i>Notes:</i>						
	<b>KEY</b>	<b>B1.03</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>CWCES has an established leadership team made up of the Principal, Grade Level &amp; Content/Department Chairs, Assistant Principal, Instructional Coach, and MCLs that meet once a month (SIT) as a group.</p> <p>CWCES also has an Instructional Leadership Team, which consists of the Principal, Assistant Principal, Instructional Coach, and MCLs that meet weekly to review practices we see working for our students and where we need to support our teachers and students in PLCs.</p>	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>			When the objective is fully met, the leadership team will meet once a month (SIT & MTSS meetings) for an hour to assess the actions within our SIP, discuss areas of need and create solutions to those needs. The leadership team will also review school performance data from instructional coaches during these meetings.		<b>Charmaine Greenidge</b>	<b>05/31/2024</b>
<b>Actions</b>				<b>0 of 2 (0%)</b>		
10/9/22	Members of the Instructional leadership team will attend meetings prepared to discuss teacher informal and formal observations showing growth as well as areas where improvement is needed. Relevant data collected will be reviewed.			Larissa Perkins	10/31/2023	

Notes:

10/9/22 For leadership team meetings (School Improvement Team, Grade Level, Team Meetings, and Content Planning) the School Improvement Plan must guide decision-making and be a part of the agenda, planning, execution, and implementation within all levels.

Charmaine Greenidge

12/01/2023

Notes:

**Core Function:**

**Dimension B - Leadership Capacity**

**Effective Practice:**

**Distributed leadership and collaboration**

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The CWCES master schedule allows for common planning (60 minutes or more each day, based on grade level) within its schedule to allow time for professional learning communities, grade-level meetings, and collaboration.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		When the objective is fully met, teachers will meet collaboratively to plan, identify and implement the best research-based instructional practices in the classroom. Teacher-led PLCs and grade-level meetings will use the SIP and other school-related materials to guide planning and instructional delivery.		Larissa Perkins	06/02/2025
<b>Actions</b>			<b>0 of 4 (0%)</b>		
10/23/22		The schedule has been created to provide common planning for most of the days of the week, with PLCs occurring on Tuesdays and Wednesdays.		Larissa Perkins	08/31/2024
<i>Notes:</i>					
10/23/22		PLC meetings will be held every other Thursday so that teachers can use that time to work on MTSS requirements and Individual Learning plans for students.		Charmaine Greenidge	10/31/2024

*Notes:*

10/9/22 Professional learning communities (PLCs) and school-wide correlates will use the SIP, CWCES vision, and goals when functioning in their capacities.

Charmaine  
Greenidge

03/01/2025

*Notes:*

10/23/22 The coaches and administration will be present for the weekly grade-level planning sessions, which will be led by the grade-level chairs. The coaches will try to keep the focus of the meeting on instruction and differentiation and not managerial-related discussions.

Charmaine  
Greenidge

03/31/2025

*Notes:*

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, our instructional leadership team (ILT) completes walk-throughs as a team to monitor curriculum and instruction. The administrative team also completes formal observations of teachers using the NCEES. Feedback from walk-throughs and observations are given in a variety of ways - informal notes left for teachers, emails to document glows and grows, coaching meetings with IC or MCL which may lead to a coaching cycle if needed.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, staff members will feel comfortable with administrators in their classrooms. Staff members will be receptive to constructive feedback and use the information within their daily instruction. The information used to determine the objective has been fully reached will be the 2024 Teacher Working Conditions survey, summative evaluations, and documentation of walk-through forms.		Larissa Perkins	06/02/2023
<b>Actions</b>			<b>0 of 5 (0%)</b>		
	10/23/22	Administrators will follow the Observation schedule to ensure staff members are observed in a timely manner and conferenced within the 10-day period.		Larissa Perkins	12/01/2022
<i>Notes:</i>					
	10/8/22	The leadership team will create an instructional focus schedule based on the county's iRounds document or the needs of the school.		Larissa Perkins	12/20/2022
<i>Notes:</i>					
	10/23/22	The administration will attend weekly PLCs to monitor the discussion and planning of instruction.		Larissa Perkins	02/28/2023
<i>Notes:</i>					

10/8/22	PLCs will be utilized to reinforce expectations and to provide information on trends. Monitoring will be done through lesson plan reviews, walk-through follow-up meetings, and as the year progresses teacher-led PLC agendas		Charmaine Greenidge	03/31/2023
<i>Notes:</i>				
10/23/22	The administrative team will share with one another the findings during classroom visits to ensure that points of emphasis are met and to identify new points of concern that need to be discussed during staff meetings, and specific grade-level meetings.		Eric Bradley	04/01/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, our school is preparing for data dives with grade-level teams to analyze current assessment data that will drive our instruction during math, ELA, and 5th-grade science. Our instructional leadership team meets weekly to discuss the support needed for teachers. We make decisions for professional development based on assessment data as well as classroom observation data.	Limited Development 10/08/2022		
<i>How it will look when fully met:</i>		As a result of teachers and the instructional leadership team analyzing data to drive instruction each month, we will reach our goal of being 56% proficient on state assessments at the end of the school year.  Teachers will use the data analysis to form differentiated and personalized instruction.  The instructional leadership team will provide necessary professional development for individuals and groups of teachers based on performance data as well as classroom observation data.		Larissa Perkins	06/02/2023
<b>Actions</b>			<b>0 of 6 (0%)</b>		
	10/8/22	The school will implement learning walks to gather insight regarding successful instructional and engagement strategies.		Larissa Perkins	11/15/2022
<i>Notes:</i>					
	10/8/22	School-wide implementation of teacher & student data notebooks to track data throughout the school year. Data notebooks should identify how students are progressing toward individual goals		Larissa Perkins	12/20/2022
<i>Notes:</i>					
	10/8/22	Teachers will submit small group and independent practice lessons that provide differentiation and personalization for all students based on data.		Charmaine Greenidge	02/01/2023

*Notes:*

10/23/22 The teachers are assigned to keep up with their data so that it can be used during grade-level planning sessions, PLC meetings, SST meetings, and IEP meetings. They are checked by the Instructional Coaches at the end of each month to assure that the recent relevant data has been included

Charmaine  
Greenidge

02/28/2023

*Notes:*

10/23/22 All summative data is discussed with the entire staff during various staff meetings. When possible data is disaggregated to discuss how well our various subgroups have performed.

Eric Bradley

02/28/2023

*Notes:*

10/23/22 The walkthrough observational data is discussed during Monday leadership meetings to ensure that targeted strategies are being applied in the classroom and to provide ideas on how to approach upcoming grade-level planning meetings, and PLC meetings.

Larissa Perkins

03/31/2023

*Notes:*



Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The ILT attended the CCS job fair and utilized the CCS transfer to recruit staff members; additionally, various staff members will participate in the interview process. Teachers and staff are recognized through a variety of initiatives including but not limited to: a Staff Member(s) of the Month, weekly kudos, and shout-outs.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		Teacher turnover will decrease; the amount of highly qualified personnel will increase. Ratings on the TWC survey will improve regarding retention, hiring, and rewarding staff. All new staff will be assigned either a mentor for intensive support (ILT) or a buddy for a smooth transition to Collier.		Eric Bradley	05/31/2024
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	10/9/22	Staff members will submit a staff shout-out to recognize others to be featured in a weekly bulletin; the leadership team will announce the Star Staff Members of the Month at monthly staff meetings.		Nettie Knight	08/30/2023
<i>Notes:</i>					
	10/24/22	All new staff to Collier will be assigned a buddy or mentor		Eric Bradley	08/30/2023
<i>Notes:</i>					
	10/9/22	The Sunshine committee acknowledges teachers monthly and keeps morale high.		Nettie Knight	12/01/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our current communication with families has been limited to Class Dojo and weekly Parentlink communication. Extending to social media may reach more families. Some teachers use telephone communication effectively while others are struggling to reach parents this way.	Limited Development 10/09/2022		
<i>How it will look when fully met:</i>		Parents will have a clear understanding of the expectations of their children and how they can reinforce their learning at home.  Parents are actively engaged in student learning and school activities. Families attend our Family Nights and Family-School Conferences.		Eric Bradley	12/01/2024
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	10/24/22	Communication to parents will be frequently through Parentlink and Class Dojo messages.		Larissa Perkins	06/01/2023
<i>Notes:</i>					
	10/9/22	Monthly parent nights will be planned to engage parents in helping their students at home. Teams will also explore webinars and recordings for parents that are unable to physically attend.		Eric Bradley	10/01/2023
<i>Notes:</i>					
	10/24/22	Teachers will schedule parent-teacher conferences throughout the school year as needed. They will not just be held around report card times.		Eric Bradley	05/30/2024
<i>Notes:</i>					
	10/9/22	Parents are invited to sign up to be trained and become a School Angel.  Parents are encouraged to fill out the volunteer clearance form to be able to come in and volunteer.		Larissa Perkins	12/01/2024

Notes: