

## *Section 6: Implementation of the Plan and Documentation of Results*

### Annual Progress Report on the Implementation of the School Improvement Plan

School Name: Pisgah Forest Elementary School

Principal: Mike Bailey

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## I. Introduction

### A. General Comments

The major focus of the School Improvement Team during the 2008-2009 year was to continue to execute and follow the current school improvement plan for PFE. To be successful, the plan required the attention of the staff to maintain implementation. The faculty continued to be invaluable in supporting and carrying out the School Improvement Plan. While some action steps outlined in the plan have been completed, others remain in the implementation phase.

### B. Globally-Competitive Students

The initial goal of the School Improvement Plan was to have all students in grades 3, 4, and 5 achieve at or above a level III in reading, writing, math, and science. Achieving the goal would result in Pisgah Forest Elementary attaining the designation as Honor School of Excellence, attaining AYP goals related to No Child Left Behind, and demonstrating high growth on End of Grade tests. The current math textbook adoption has an extensive intervention component providing below grade level instruction and practice when needed. United Streaming, a web-based media resource, is also being used on a regular basis in the classroom to provide additional information on concepts contained in each grade level math curriculum. The NC Department of Public Instruction has provided Math Strategies for grades 3-5. This provides a spiraling curriculum of concepts and is used in conjunction with regular daily math instruction from the textbook in order to maintain previously taught concepts and skills for the students. EOG Coach materials will also be used across grade levels to address specific skill areas in math and to provide additional instruction to students as needed.

To address the area of writing, all grade levels continue to use Thinking Maps as a writing organizational and planning tool, which is an integral part of the writing process and the development of a written product. All grade levels also use Write From the Beginning to teach skills that will be required when more formal written products are expected. The Fourth grade evaluated their writing knowledge with four different assessments during the 2008-2009 school year and will continue with this plan for the current school year. They had two on-demand writing assessments in which the students had an assigned topic to independently develop into a final written product in a specified amount of time. They also had two content writing assessments in which the students used the entire writing process to develop a content-specific topic with some adult intervention and guidance when needed. All of the assessments were scored at the school level and then the scores were reported to the Department of Public Instruction. Other grade levels conducted periodic writing assessments and scored them within the school setting in order to provide instructional information to be used for planning purposes. Classroom teachers maintain writing portfolios on each student, which will be passed on and added to each year.

To address the area of science, the third grade uses a variety of whole group instructional activities to explore the concepts in their Standard Course of Study. They also utilize hands-on activities to broaden their scientific knowledge base. The fourth grade uses a rotation method of two-week units based upon their Standard Course of Study. The students move from one unit to another until they have participated in all of the units. Teachers can provide very focused instruction on the concepts and make the instruction engaging for the students. They participate in a variety of small group activities, hands-on activities, as well as direct classroom instruction and assessment of the concepts being taught. The fifth grade students have the unique opportunity to participate in the Muddy Sneakers program, which consists of twelve full-day

outdoor learning experiences that take them to a variety of local field sites and that compliment classroom instruction based upon the Standard Course of Study. Other resources used during science instruction include the Study Island Science program and the United Streaming web-based instructional media resources. All students in grade five are required to complete a Science Fair project to be judged at the school level. The lower grade levels do class science projects to expose students to the scientific process. These projects are displayed in the school for everyone to see.

AIMSweb will be used to assess student performance at all grade levels in reading, math, and spelling in the 2009-2010 school year. Students will be assessed three times per year: fall, winter, and spring. The information obtained will be used to guide classroom instruction. If a student is determined to be on the "progress level" a Personal Education Plan (PEP) will be developed to address instructional practices in the delayed areas and that student will be assessed every two weeks during the year to monitor progress. If a student is determined to be on the "strategic level" the student will be assessed once per month and some changes can be made to their classroom instruction to enhance their exposure to skill areas that are weak. If that student scores on the "strategic level" in a specific skill area a second time, a PEP will be developed to enhance their classroom instruction in the identified area of need.

### C. 21<sup>st</sup> Century Professionals

All teachers, administrators and staff completed at least one high quality staff development workshop to support reading, writing and math. Teachers had input into staff development decisions as evidenced by Stakeholder Satisfaction Surveys. During the 2008-09 school year, 100% of teachers at Pisgah Forest Elementary completed Writing across the Curriculum, a workshop developed by DPI. In grades 3-5, 100% of the teachers at Pisgah Forest Elementary completed Assessing Writing Skills in the 21st Century. The remaining K-2 teachers at Pisgah Forest Elementary will complete the course by January 1, 2010. The workshop was a 10 hour staff development course focused on writing in the classroom and scoring with the state rubric for fourth grade. Grade level teams worked collaboratively using the online modules. Twenty-three teachers from Pisgah Forest also completed the NC Teacher Academy Informational Text Workshop using Blackboard, an online module from NC Teacher Academy.

With regards to high quality workshops, nine teachers completed Learning and Leading with Technology and four teachers completed Reading Foundations. Learning and Leading with technology trains teachers to integrate technology and instruction across the curriculum. Reading Foundations trains K-5 teachers in research-based methods to instruct comprehension, fluency, spelling, vocabulary, and phonemic awareness.

Three teachers at PFE will continue a multi-year training session to become a trainer for Math PARTNERS. Math PARTNERS is a grant sponsored by both DPI and Meredith College. Math PARTNERS trains teachers on the approved math curriculum for 2010, as well as implementing research-based strategies.

Nine teachers completed Developing Web Content Using *Sharp School*. Each teacher was given access to developing and updating classroom web pages to improve connections between school, home, and community. This is an ongoing program that will enhance communication with stakeholders.

#### Looking Ahead to 2009-2010

In 2010 teachers will be participating in the PARTNERS in Math training. During a two-year

period, 100% of teachers will be completing at least 30 hours of High Quality training.

During the 2009-2010 school year, Pisgah Forest teachers will receive 30 hours of training for AIMSweb assessment tools. Teachers will learn to assess benchmark areas of reading, spelling and math. Strategies will be implemented for targeted students in response to intervention. Teachers will be trained in administration of test probes, scoring processes, and data analysis.

#### D. Healthy and Responsible Students

While maintaining focus on the current action steps in the School Improvement Plan related to behavior on school buses, a new action step was added for the 2008-09 school year. Students with behavior issues on the bus were required to view the bus tapes with an administrator. Disciplinary action was taken based on the student's status on the Individualized Disciplinary Issue Chart. This process continues to be implemented for the 2009-2010 school year.

As enrollment numbers have increased at Pisgah Forest Elementary School, our specials schedule has been altered. For the past three years, the students at PFE only have scheduled physical education classes twice a week. Due to the need for more physical activity and the need to fulfill the state mandate to have 150 minutes of moderate to vigorous activity per week, Pisgah Forest continues to implement an activity plan. It is designed to allow for activity time on both PE days and non-PE days. Classroom teachers, in conjunction with the PE staff, monitor students during daily recess time as they walk or run laps around our quarter-mile track. While the BMI data collected on students was comparable to other elementary schools in the county, our numbers were the highest for overweight and obese children. We realized that there are many factors that affect these statistics and we are committed to giving the children adequate opportunity to increase their fitness levels by allowing for as much guided activity time as possible. K-2 teachers are having students walk/run a half-mile in ten minutes or less and 3-5 teachers are having their students walk/run a mile in fifteen minutes or less, as part of their thirty-minute daily recess. Our staff participated in a Health Department generated staff development class which gave them ideas on how to continue the opportunity for activity in the classroom on days when weather does not permit outdoor activity. The "Classroom Energizer" program included a staff wellness opportunity and focused on how to help our students become healthier individuals. Staff and students continue to use the "Classroom Energizer" activities.

#### E. Leadership

The school improvement goal regarding decision-making authority was to raise the Stakeholder Survey composite above the average of the county's elementary schools. Those steps that are continuing, and will be ongoing, include working with the community and churches to improve academic assistance for minority students.

The administration at PFE will continue to communicate with staff about staff development needs and opportunities. Administration will keep teachers informed about budget amounts for academic coaching purposes while giving the teachers authority to decide how best to use those funds at their respective grade levels. Stakeholder Satisfaction Survey results regarding decision-making authority was at 87% for the 2008-09 school year in comparison to the district-wide average of 86%.

In the 2008-2009 school year PFE students benefited from tutoring by community adults as part of the Village Keepers program at Glade Creek Church. The program will continue during the 2009-2010 school year. In addition to the Village Keepers program, PFE students will have the

opportunity for tutoring and academic assistance from the Rise and Shine after school care program and from El Centro, which is geared to help Hispanic students in the area of academic assistance.

## F. 21<sup>st</sup> Century Systems

The PFE school goal is to maintain a high level of support for processes within the educational system that are aligned to achieve high performance. PFE will maintain a 90% or higher satisfaction rate on the Stakeholder Satisfaction Survey Composite question STF 31, which states "Processes within my school are aligned to achieve high performance." The goal was met with a 98% satisfaction rate for the 2008-2009 school year. PFE will continue to follow Standard Course of Study requirements in each course as an action step. The following action steps will be continued to ensure a high rate of satisfaction in 21st Century Systems:

- 1) Consult with the faculty and staff to continue grade level pacing and continuity;
- 2) Consult with and evaluate staff needs regarding concerns in planning staff development; and,
- 3) Staff will have the opportunity to plan for use of budget-allotted funds for academic coaching purposes.

No action steps were abandoned and there was no need for adjustment or addition to the action steps in place for this category.

## II. Summary of Results

### A. Globally-Competitive Students

School goal: All students in grades 3, 4, and 5 will score at or above level III in reading, writing, math, and science.

Indicator: Pisgah Forest Elementary School will achieve Honor School of Excellence and meet AYP goals as well as demonstrate high growth as evidenced by a proficiency score of 90% or greater and an academic change ratio of 1.5 or greater.

The results indicated that Pisgah Forest Elementary School earned School of Distinction with High Growth for the 2008-2009 school year. PFE fell just short of the 90% proficient mark needed to qualify as a Honor School of Excellence with 89.5% proficiency.

The reading scores for 2009 showed a significant upward trend. The overall proficiency score in 2008 was 71.7% and rose to 81.8% in the spring of 2009. Each grade level showed an increase with the greatest increase being in the 5th grade. They increased from 69.1% in 2008 to 90.2% in 2009.

The math scores for 2009 also showed an upward trend. The overall proficiency score in 2008 was 89.1% and rose to 89.5% in the spring of 2009.

The Writing Assessment model was changed at the state level during the 2008-2009 school year and the most recent scores are not available at this time.

The Science scores dramatically increased from 59.3% in 2008 to 89% in 2009 due to more intensely focused instruction within the classrooms and the implementation of the Muddy Sneakers program. This was the highest proficiency within Transylvania County and one of the highest in the state.

### B. 21<sup>st</sup> Century Professionals

School goal: The system employs processes to ensure high performance of teachers, administrators, and staff. All teachers will complete at least one high quality staff development workshop to support reading, writing, and math. Teachers will have input into staff development decisions as evidenced by Stakeholder Satisfaction Surveys.

Indicator: Teacher and staff response to STF item 22 on Stakeholder Satisfaction Surveys.

Opportunities to attend high quality staff development workshops were offered on the campus of Pisgah Forest Elementary. Writing across the Curriculum was a workshop developed by DPI. This course was completed during the 2008-09 school year. Twenty-three teachers from Pisgah Forest also completed the NC Teacher Academy Informational Text Workshop using Blackboard, an online module from NC Teacher Academy. Nine teachers completed Learning and Leading with Technology and four teachers completed Reading Foundations. Three teachers are continuing a multi-year training to become a trainer for Math PARTNERS.

The process followed as an action step in the school improvement plan, allowed teachers to best decide how to use available funds for academic coaching at their respective grade levels. Students for academic coaching were targeted using daily work in classrooms, mid-term reports and quarterly assessments in all core subject. These processes led to an 97% positive report from

staff on item STF 22 of the Stakeholder Satisfaction Survey allowing teachers to have input in staff development decisions. Academic coaching duties were carried out through a combination of classroom teachers and paraprofessional classroom assistants from October through the end of the school year.

### C. Healthy and Responsible Students

School goal: Students, teachers, administrators, and parents demonstrate mutual respect. Student behavior on the school bus will be safe and orderly as evidenced by a positive result of 90% on Student and Staff Stakeholder Surveys.

Indicator: STD item 27 on Student Stakeholder Satisfaction Survey and STF item 30 on Staff Stakeholder Satisfaction Survey.

The results from the Student Stakeholder Satisfaction Surveys increased along with the results from the Parent Stakeholder Satisfaction Survey. Student results from the indicator STD item 27 went from 47% in 2008 to 53% in 2009. Parent results increased from 77% to 84%. Since 2002, the results to item STD 27 have varied from a high of 62% to a low of 47% for the 2007 – 2008 school year. In 2004, 2005 and 2006, the response was “down” then returned to “stable” in 2007. In 2008, response to the item was down again at 47%. Based on the results from the 2008 - 2009 survey, there was a positive gain of 6% from 47% to 53% for the item STD 27.

Results from STF 30, student behavior on school buses is safe and orderly, range from a high of 94% in 2002 to the low of 49% in 2008-2009. After 2002, the response to item STF 30 decreased to 71% in 2003, increased to 78% in 2004, declined to 71% in 2005, increased slightly to 74% in 2006, decreased to 68% in 2007, decreased again in 2008 to 63% and a final decline to 49% in 2009.

No action steps will be abandoned and we will continue to search for steps to improve the response in the staff area of concern with the Staff Stakeholder Satisfaction Surveys.

PFE received 100 pedometers to enable us to track mileage and steps for our 5th grade students. We added an action step to increase the amount of movement and exercise on both PE and non-PE days, in conjunction with help from the classroom teachers. Teachers are working with the PE staff to increase the amount of laps that students will complete this year in an effort to improve BMI results. The pedometers are an immediate aid in tracking this information at 5th grade. After our efforts of using pedometers with 5th graders and scheduling track time at recess, our students decreased our percentages of overweight and obese children from 45% to 43%.

### D. Leadership

School goal: Pisgah Forest Elementary School will raise the Stakeholder Survey Composite above the annual elementary average regarding decision-making authority.

Indicator: Stakeholder Survey Composite item STF 20. Staff will have opportunities to be involved in decision-making when it relates to their school.

Process variation results for STF item 20 were as follows 2002, 91%; 2003, 79%; 2004, 92%; 2005, 94%; 2006, 65%; 2007, 69%; 2008, 85%; and in 2009, 87%. We are pleased that the increase in the positive response rate in 2009 is above the elementary school average of 86%. Our hope is that the response rate will continue to improve each year based on input from faculty, parents, and community. We have an excellent relationship with our ROPE board which has helped PFE to

benefit from over 1,771 volunteer hours last year. We will work to improve our tracking of volunteer hours in school to include certain groups who volunteer regularly, but may not have been recorded in the past.

### E. 21<sup>st</sup> Century Systems

School goal: Pisgah Forest Elementary School will maintain a high level of support processes within the education system that are aligned to achieve high performance.

Indicator: Pisgah Forest Elementary will maintain a 90% or higher rate of satisfaction on Customer Satisfaction Survey Composite item STF 31. Processes within my school are aligned to achieve high performance.

The 2008-2009 local survey results for item STF 31 remained "stable" by process variation at 98% positive response. This is consistent with the results of previous years, therefore showing the systemic variation as "normal." The "normal" variation has remained stable at PFE since the 2004 school year.



### III. Reflections and Lessons Learned

Thanks to the dedication, communication, and leadership among our faculty, administration, staff, community, parents, and student body, Pisgah Forest Elementary is proud to have met all AYP goals for the 2008-2009 school year. While there is cause for celebration and congratulations of jobs well done, PFE did not reach the Priority One indicator for achieving Honor School of Excellence and attaining AYP while demonstrating high growth as evidenced by all students in grades 3, 4, and 5 achieving 90% or higher on End of Grade tests. PFE did earn School of Distinction honors with High Growth for the 2008-2009 school year, but fell just short of the 90% proficient mark needed to qualify as Honor School of Excellence with 89.5% proficiency. We are pleased that our reading for 2009 showed a significant rise in 2009 to 81.8%, as compared to the previous school year results in 2008 with a 71.7% mark. Each grade level showed an increase, with the greatest increase being in fifth grade as their scores increased from 69.1% in 2008 to 90.2% in 2009. Math scores showed an upward trend in 2009. The overall proficiency score in 2008 was 89.1% and rose to 89.5% in 2009. Writing scores were not available at the time of this report. Science End of Grade test scores indicated a dramatic increase in proficiency scoring from 54.3% in 2008 to 89% after first retest in 2009. The rise in proficiency is directly related to more intensive Science instruction and full scale involvement with the Muddy Sneakers outdoor, hands-on approach to Science instruction. Hands-on learning, journal entries by students and a review panel for students made up of Muddy Sneakers instructors were all instrumental in the dramatic increase in Science proficiency.

100% of the current faculty completed at least one High Quality Staff Development CEU credit last year. Opportunities to attend high quality staff development workshops were offered on the campus of Pisgah Forest Elementary. The DPI developed course of Writing Across the Curriculum was completed during the 2008-2009 school year. More than twenty teachers from PFE completed the NC Teacher Academy Informational Text Workshop using Blackboard, an online module from the NC Teacher Academy. Nine PFE teachers completed Learning and Leading with Technology and four teachers completed Reading Foundations. Three teachers are continuing to become trainers for Math PARTNERS.

The current action step of allowing teachers to best decide how to use available funds for academic coaching at their respective grade levels has been successful and will be continued. Valid, established assessment practices in addition to ongoing evaluation of daily work is used by classroom teachers to determine those students who were in need of academic coaching. This continues to be a strong process and lends itself to a high rate of teacher input, leading to a 97% positive response on STF 22 of the Stakeholder Satisfaction Survey. Academic coaching was carried out through a combination of classroom teachers and paraprofessional classroom assistants from October through the end of the year.

Previous action steps related to student behavior on the school bus related to safe and orderly behavior will continue to be a focus. Although PFE does not have a high rate of bus suspensions for misbehavior, the perception of safe and orderly behavior on buses continues to receive a poor response rate on Student and Staff Stakeholder Satisfaction Surveys. No action steps will be abandoned and we will continue to search for methods to be sure that safe and orderly behavior is the only acceptable behavior on the school bus. PFE received one hundred pedometers to help track miles walked by the fifth grade students. An action step was added to increase the amount of physical activity for students on PE and non-PE days. Teachers are working with the PE staff to increase the amount of laps students completed last year, and will continue to do this year in an effort to improve BMI results. The pedometers are essential in providing immediate feedback in tracking this information for the fifth grade students. The efforts paid off during the 2008-2009

school year as the percentage of overweight and obese children decreased from 45% in 2007-2008 to 43% in 2008-2009.

The relationship between Pisgah Forest Elementary School and the community is very strong. Through continuing partnerships with local churches and community organizations such as the Boys and Girls Club some of our lower performing students are receiving more individualized attention and assistance with school work. Teachers have been informed and empowered to make decisions regarding budget issues at their particular grade levels and have the opportunity for input in the best use of those funds. The response rate for Stakeholder Satisfaction Survey item STF 20 has risen from 69% in the 2006-2007 school year, to 85% in the 2007-2008 school year, the item continues to show an increase in response rate at 87% in the 2008-2009 school year which is above the elementary average of 86%. We hope to continue to increase our positive response rate on this item each year based on input from faculty, parents and the community. Our relationship with our ROPE parent/teacher organization continues to be very strong and helped PFE to benefit from 1, 771 volunteer hours in the 2008-2009 school year. PFE will continue to track hours and make sure that all volunteer hours are being recorded.

The response rate for our Priority Five goal continues to hold at the positive response rate of 98%. Processes within my school are aligned to achieve high performance, is Customer Satisfaction Survey Item STF 31. We are pleased that the positive response continues to remain stable at 98%. Grade level meetings to monitor and share concerns and needs of the staff are essential in maintaining a positive response to this survey item. Open discussion between staff and administration is the key to maintaining the positive and stable response. We are proud of the 98% positive response rate and know that we must continue to create the atmosphere for open and professional dialogue with our staff.

Areas of concern and the need for improvement in various areas have been identified, as well as those areas that warrant celebration for successes earned by all stakeholders. Although PFE did not achieve the goal of School of Excellence, through the increased participation of the School Improvement Team and staff working together, we will continue to strive to meet all AYP goals, continue high growth, and ultimately achieve the status of Honor School of Excellence.

#### IV. Next Steps

In the next school year we will benefit from learning to use the AIMS Web system to identify and track students in all grade levels. With the assessment of every student, results will allow for the accurate identification of those students who may be below grade level in academic performance, as well as those who are performing at grade level and those performing above grade level. The system lends itself to more focused instruction to raise the academic performance of all students no matter their level of performance on assessments. Thankfully, our central office staff and the superintendent have worked to identify funding to allow for full time instructional teacher assistants for every classroom in kindergarten through third grade. We will have a full time fourth grade assistant and a full time fifth grade assistant to assist at those grade levels with academic coaching and supervision of students. Instructional assistants are helpful as academic coaches for other grade levels during the school day, and many will continue to assist the classroom teachers in an academic coaching role in after school remediation.

Our association and cooperation with various volunteer individuals, groups and organizations continues to be a vital part of our success as a school. Glade Creek Church, The Boys and Girls Club, El Centro (Hispanic students) and Rise and Shine after school care all continue to be strong support for student learning in after school, off campus venues as they help students with homework and preparation for the following school day. Numerous bank and credit union employees have joined us in volunteering at different grade levels to work with our children. Brevard College has been a tremendous volunteer resource for PFE as members of their athletic teams have been of constant assistance in our school for several years and hopefully will remain so for years to come. At least five individuals from the community volunteer almost daily and parents are very involved in volunteering at the classroom levels. Academic coaching with targeted students from grades 3-5 will continue from the month of October through the end of the school year. Teachers in grade K-2 classrooms may request to do remediation with targeted students and may also do after school remediation on a more limited basis due to the age of the child and the length of the school day in general. In some cases, before school remediation is being offered if the student has transportation to attend. PFE is fortunate to have a positive relationship with the Davidson River School and enjoys the support of the faculty and students who come over to PFE to work with some of our younger students daily.

The PFE staff is working to take advantage of district level staff development opportunities as they arise. Due to budget constraints, the opportunity to attend workshops and staff development outside the district is very limited. We are pleased that 5 teachers on our staff are working to achieve National Board status for the 2009-2010 school year. We have various numbers of staff who plan to take advantage of district offerings for staff development in the areas of Reading Foundations, Reading Mastery and staff development in instructional technology related to digital learning offered at the district level. We are pleased to have several teacher assistants on staff who are in the process of pursuing a teaching degree, as well as one who is a certified teacher who is beginning pursuit of an advanced degree in the use of technology in schools.

The administration will continue to have quarterly meetings with instructional assistants to celebrate successes and have open dialogue to address any concerns or questions they may have. Monthly meetings with bus drivers to discuss concerns and bus safety in general will continue in an effort to make progress in the area of concern with bus safety and safe behavior from students on school buses. Periodic meetings with the custodial staff will be held to review and discuss school cleanliness and to review and reinforce the need for additional steps taken on by the custodial staff to help control the effect that different strains of viruses and the flu could have on

our school this year. Our ROPE organization continues to very active in support of resources and instructional support for PFE. The administration, with the blessing of the ROPE board has made the decision to discontinue the Accelerated Reader prize cabinet to reward students for achieving their monthly AR grade level goals. The cabinet items were a financial strain to maintain and became a bit redundant as the year progressed, although AR point totals at all grade levels have increased dramatically over the last two school years. Students will be rewarded with AR play days this year, which will be outdoors or at the Transylvania County Recreation Department. Those students who achieve goals as designated at each grade level will attend a one hour play day with the principal, and will be called at the end of the day to enjoy a treat in the cafeteria. Play days will be held monthly and will be held exclusively for each grade level. We appreciate the support of Rick Pangle and the recreation department in this endeavor. The hope is that play day will relieve the financial burden, contribute in a positive way to healthy and active children and still inspire children to work hard in the area of accelerated reading. Grade level teachers will determine criteria each month for students to work toward earning a play day, and are being asked to structure the goals in a way that will enable every student to have a realistic opportunity to earn a play day.

We will continue to support and encourage one another as a staff at PFE. Our staff is extremely hard working, caring, and resourceful. The administration will continue to support grade level planning time and release for teachers to visit other classrooms within the school to build respect and appreciation for what goes on at every grade level, and to continue to bring our faculty closer as they get to know one another better personally. Staff, students and parents are excited, and are supporting the first ever student PFE choir. More than 70 students in the fourth and fifth grades are participating in the choir and staying for after school rehearsals one day per week. Several faculty members have volunteered to help Mrs. Germanaro instruct and supervise the children in choir practice. Mrs. Germanaro has put together a schedule of performances at school, in ROPE meetings and in several community venues throughout the school year. We are extremely proud of our students, staff and community and want to continue to build the collegiality among all stakeholders.