

Comprehensive Progress Report

Mission:

To prepare all students to be successful in a variety of living and learning environments.

Vision:

Wolfe School will be a place where all students are encouraged to fulfill their potential.

Goals:

We as adults will be greeting the students with good morning, good afternoon, how is your day, and how are you. We as Classroom Teacher/Teacher Assistants need to start working on these responses for every child in the building with total communication. (pictures, communication devices, gestures, facial expressions, etc.).

Wolfe school has chosen collaboration as its focus within the Empowered Framework. As a staff, we realize how crucial collaboration among ourselves is essential to give our students the ability to communicate effectively with classmates, teachers, and the community. Data derived from formative observations, walkthroughs from the principal, parent surveys, and teacher observations have determined that socialization and collaboration skills are imperative to learning and must be a primary focus for the upcoming school year and beyond. Therefore, Wolfe School’s School Improvement Plan and MTSS goals have been written to reflect this objective.



! = Past Due Objectives KEY = Key Indicator

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

<p>Initial Assessment:</p>	<p>Lesson Plans</p> <p>General release and Empowered implementation</p> <p>Wolfe teachers implement a wide variety of practices and interventions to create effective classroom management and reinforce classroom rules. The following are examples of the many ways in which we demonstrate comprehensive aptitude in this area:</p> <ul style="list-style-type: none"> · Teachers post and explicitly teach classroom rules and expectations. Written text is adapted with picture symbol support to support learners with limited reading skills. (see attached photos of classroom rules) · Teachers implement social skills curriculum to explicitly teach appropriate ways to interact with others. (see photos of social skills curriculum) · Teachers develop and implement individualized adaptive behavior annual goals and objectives for student IEPs. · Teachers collect data with fidelity to effectively progress monitor student growth in adaptive behavior. (see attached photo of behavior data collection) · Teachers implement a variety of research-based behavior interventions. These include, but are not limited to: prompting, time delay, positive reinforcement, task analysis and chaining, shaping, computer-assisted instruction, differential reinforcement of other/alternative behaviors, discrete trial teaching, extinction, functional behavioral assessment, functional communication training, independent work systems, naturalistic interventions, positive behavioral intervention and support, response interruption and redirection, self-management, social skills groups, social stories, stimulus control and/or environmental modification, modeling, and visual supports. · When needed, teachers determine functions of challenging behavior by completing a functional behavior analysis (FBA). (see attached behavior plan) · When needed, teachers develop and implement individualized positive behavior support plans. (see attached behavior plan) 	<p>Full Implementation 08/28/2019</p>		
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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>			<ul style="list-style-type: none"> Teachers work as teams to develop a pacing guide for instruction Teachers collaborate to develop IEP goals that align with NC extended content standards and their students' needs Teachers collaborate to share resources that align with units of instruction for science, social studies, reading, and math Teachers meet monthly to discuss different needs including instructional and curriculum needs 	Limited Development 08/28/2019		
<i>How it will look when fully met:</i>			All teachers will know how to connect Extended Content Standards to monthly standards based units for each subject that they teach. They will document the addressed standards in their lesson plans and will post the standards in their classrooms. A sample scope and sequence will be developed for each class/subject/grade to ensure that all required standards are addressed.		Ellen LeRoy	06/01/2021
Actions				0 of 4 (0%)		
	10/28/19	1. Teachers will utilize the Unique Learning monthly unit planning system and document within each lesson the Extended Content Standards addressed a. Samples turned in to document the work to meet this action			Vanessa Connell	06/29/2021

Notes: 10/16/19 Meeting

Activities/Experience: Train a small group of Wolfe teachers in how to create a “My Plan” in Unique Learning. Help teachers set up personalized classroom schedules in Unique Learning so lesson plans are aligned effectively for each classroom’s needs.

Plans for continued work:

Train all Wolfe teachers

Update/submit monthly lesson plans in “My Plan”

11/20/19 Meeting

Activities/Experience: After training all Wolfe teachers, meet to discuss questions/concerns

Plans for continued work:

Classroom observations to ensure implementation of monthly units

Update/submit monthly lesson plans in “My Plan”

1/15/20 Meeting

Activities/Experience: Take/share pictures of classes engaged in lessons as evidence/documentation

Plans for continued work:

Update/submit monthly lesson plans in “My Plan”

Documentation

Attach the “My Plan – January Monthly Unit Sample”

Google Drive Link

10/28/19 2. Ensure all classrooms have Extended Content Standards posted that are connected to monthly units in the four key subject areas: math, language arts, social studies, and science

a. Photo documentation

LeAnne White

06/29/2021

Notes: 10/16/19 Meeting

Activities/Experience:

Review ELA Extended Content standards for middle and high school

Discuss implementation strategies and how they connect to ULS curriculum plans

Discuss practical ways to differentiate instruction to ensure learners with significant cognitive disabilities have access

Plans for continued work:

Discuss effective ways to post monthly targeted standards in each classroom

11/20/19 Meeting

Activities/Experience:

Review Math Extended Content standards for middle and high school

Discuss implementation strategies and how they connect to ULS curriculum plans

Discuss practical ways to differentiate instruction to ensure learners with significant cognitive disabilities have access

Establish expectations for the framework for posting the content standards in each classroom – the framework will also align with MTSS goals/expectations

Plans for continued work:

Ensure all teachers understand framework for posting standards

Address questions/concerns

12/11/19 Meeting

Activities/Experience:

Review Science Extended Content standards for middle and high school

Discuss implementation strategies and how they connect to ULS curriculum plans

Discuss practical ways to differentiate instruction to ensure learners with significant cognitive disabilities have access

Check to ensure all classrooms have posted standards for the month of December

Plans for continued work:

Address questions/concerns

Ensure standards are updated for the month of January

1/15/20 Meeting

Activities/Experience:

Review Social Studies Extended Content standards for middle and high school

Discuss implementation strategies and how they connect to ULS curriculum plans

Discuss practical ways to differentiate instruction to ensure learners with significant cognitive disabilities have access

Check to ensure all classrooms have posted standards for the month of January

Plans for continued work:
Check to ensure all classrooms are updating their posted standards each month going forward

Documentation
Photo documentation of posted standards

10/28/19 3. Teachers will develop lesson plans that document Extended Content Standards
a. Samples turned in to document the work to meet this action

Emma Bennett

06/29/2021

Notes: 10/16/19 Meeting

Activities/Experience:

Discuss and share possible lesson plan formats

Review NC Extended Content Standards

Plans for continued work:

Continue to research and develop some simple lesson plan formats

11/20/19 Meeting

Activities/Experience:

Create lesson plan format in Microsoft word

Plans for continued work:

Train teachers in how to enter lesson plan information in the Microsoft word lesson plan format for each of the 4 core subjects

12/11/19 Meeting

Activities/Experience:

Ensure all teachers are comfortable utilizing the lesson plan format or are able to develop their own version with similar components

Continue to review NC Extended Content standards and practical application

Plans for continued work:

Have teachers turn in lesson plans with documented ECS.

1/15/20 Meeting

Activities/Experience:

Review all lesson plans turned in by teachers

Ensure quality of ECS documentation

Plans for continued work:

Review weekly lesson plans and continue to ensure Extended Content standards are being addressed and documented for all four core subjects

Documentation

Sample lesson weekly lesson plan

10/28/19	4. Scope and Sequence will be developed for each subject/grade level a. Samples turned in to document the work to meet this action		Ellen LeRoy	06/29/2021
<p><i>Notes:</i> 10/16/19 Meeting</p> <p>Activities/Experience:</p> <ul style="list-style-type: none"> · Develop scope and sequence for NC Extended Content Standards for ELA: o 6th grade o 7th grade o 8th grade o 9-10th grade o 11-12th grade <p>Plans for continued work: Scope and Sequence for Math, Science, and Social Studies</p> <p>11/20/19 Meeting</p> <p>Activities/Experience:</p> <ul style="list-style-type: none"> · Develop scope and sequence for NC Extended Content Standards for Math: o 6th – 8th grade o Math 1A&B o Financial Management <p>Plans for continued work: Scope and Sequence for Science and Social Studies</p> <p>12/11/19 Meeting</p> <p>Activities/Experience:</p> <ul style="list-style-type: none"> · Develop scope and sequence for NC Extended Content Standards for Science: 				

o 6th – 8th grade

o High School Life Science

o High School Biology

Plans for continued work:

· Scope and Sequence for Social Studies
1/15/20 Meeting

Activities/Experience:

· Develop scope and sequence for NC Extended Content Standards for
Social Studies:

o 6th – 8th grade

o High School Civics and Governance

o High School American History

Plans for continued work:

Combine all four scope and sequence documents into one main
document

Documentation

· Scope and Sequence Document

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>			1. Wolfe has numerous professionals such as occupational therapist, speech therapist, physical therapist and psychologist on staff that are always available in the case that teachers needs specific resources for an individual student based on their needs. 2. Wolfe provides training for teachers regarding evidence based measures to implement in the classroom, as well as keeps them updated on new strategies. 3. Wolfe ensures that all classes have a teacher and assistants in order to make sure each student has support in each lesson for best performance.	Limited Development 08/28/2019		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<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
<i>Initial Assessment:</i>			<p>Students are with the same Teacher and Instructional Assistants so staff is very attentive to the students emotional needs.</p> <ul style="list-style-type: none"> • All teachers will have knowledge of their students' triggers for any emotional or anger issues • All teachers will help the students learn what different types of emotions are for the student and others around them • All teachers will assist students in recognizing their own emotional state • All teachers will recognize when a student is having an issue and will attempt to speak to them individually to find out what the problem could be • All teachers will discuss with the student ways of dealing with different emotions 	Full Implementation 08/28/2019		

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|---|--|--|--|
| <ul style="list-style-type: none">• All teachers will have a plan for each student that may have an emotional issue• All teachers will use the least intrusive means at first, to distract, redirect, or assist the student with their problem• All teachers will teach the student to recognize their own emotional state and be able to request assistance• All teachers will use supports that allow the student to have a break, take a walk with a staff member, or find a relaxing activity for a short time to work through the issue• All teachers will create a gradual release strategy to allow the student to become more involved in handling their emotions and knowing when to ask for help• All teachers will use interventions that allow the student to vent, which may involve removing either the student or their peers from the room, and letting the student blow off steam, but keeping safety in mind for the student and the teacher/staff• All teachers will stay calm and speak to the student with calming tones and supporting words to let the student know that they are there to help them• All teachers will respect and support students as they increase their ability to recognize and request appropriate supports from those around them• All teachers will do their best to let Administration and parents/guardians know that an incident occurred and the student may need additional support at home• All teachers will teach the student to advocate for themselves when they need support at school, at home, or in the community• All teachers will assist the student and family by suggesting: supports used at school, speaking with a health professional | | | |
|---|--|--|--|

	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>			Literacy Goal: When presented with opportunities to interact with others, students will greet staff/students appropriately according to his/her ability level as evidenced by observation, schedules, lesson plans, and checklists. Strategy 1: Use total communication with fidelity (pictures, communication devices, gestures, facial expressions, etc.). Strategy 2: Use of total communication for greetings when presented with multiple opportunities throughout the school day. Strategy 3: Incorporate read aloud on a daily basis to increase language skills. Wolfe School uses IEP Goals and objectives for every student at Wolfe and classrooms run IEP goals at least 2 times a week. MTSS Goal: Use of total communication for greetings when presented with multiple opportunities throughout the school day. What this means: We as adults will be greeting the students with good morning, good afternoon, how is your day, and how are you. We as Classroom Teacher/Teacher Assistants need to start working on these responses for every child in the building with total communication. (pictures, communication devices, gestures, facial expressions, etc.).	Full Implementation 08/28/2019		

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>			Teachers and faculty meet once a month *Leadership conferences *Workshops* mtgs with peers in education discussing implementation of plans*MTSS training monthly*EC training*Teacher ,parent and advocacy group meetings*	Full Implementation 08/28/2019		

	KEY	B1.03	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none"> • Resource Power, Teachers help their colleagues by sharing instructional resources, this includes instructional materials, reading, or other materials that's educational to use with students. They might also share such professional resources as articles and books. • Classroom supporters work inside the classroom to help teachers implement new ideas, often by demonstrating a lesson, or observing and giving feedback. • Facilitating professional learning opportunities among staff members is another role for teachers as well as those who lead. Their professional learning becomes more relevant, more focused on teacher's classroom work, and aligned to fill gaps in student learning. • Being a school leader help to create a school improvement team acting as a department chair. Supporting school initiative by representing the school, and its communities they serve. • All teachers exhibits a leadership in multiples, sometimes in overlapping ways. Some leadership roles are formal with designated responsibilities. 	Limited Development 08/28/2019		
How it will look when fully met:			<p>Agenda's and meeting minutes</p> <p>Observation collaboration of staff members</p> <p>Documentation from peer observations</p> <p>Staff handbook sections</p>		Michelle Testa	05/28/2021
Actions				0 of 2 (0%)		
	10/28/19	1. Principal will establish a clearly defined leadership team a. Improve communication of leadership team			Doug Grandits	06/29/2021

Notes: 10/16/19

Discuss teacher and parent survey with staff
Discuss school expectations

Continued collaboration of staff members within building

11/13/19

Discuss expectation for classroom team meetings (teacher and IA's)

Brainstorm about peer observations-how to effectively reflect on findings

12/11/19

Reviewed Zone guild-lines and emergency contact procedures
Developed updated emergency care team

1/8/2020

Distribute new emergency care team info-discuss procedure

Prepare schedule and expectations for peer observations

10/28/19 2. Agenda items at staff meetings to discuss effective practices focusing on improvement of core instruction, intervention strategies, and positive behavior support
a. Shared ideas and resources

Ameila Polk

06/29/2021

Notes: 10/16/19

MTSS Training-Academic strategies for Reading and Math

Continue collaboration between staff for curriculum ideas

11/13/19

Student of the Quarter-recognize positive behaviors and achievements

Field Trips-local farm, restaurants, movies to enhance curriculum

Continue to plan field trips in community

Continue collaboration

12/11/19

Planning peer observation to share instructional strategies

Discuss curriculum night ideas

1/8/20

Develop agenda for curriculum night and schedule peer observations

Create school wide plan for curriculum night

Create expectations for peer observations

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
Initial Assessment:			<p>Time to let teachers collaborate with each other.</p> <p>Time for Instructional Assistant to collaborate with each other</p> <p>Hold teacher only meetings, Hold IA meetings only and then staff meetings</p>	Limited Development 08/28/2019		
How it will look when fully met:			Time for these stakeholders to be able to meet. There will be notes from them meeting with each other and will be able to see more organization in the classroom(walkthru's). Also, notes from individual meeting with each stakeholder.		Les Deming	04/30/2021
Actions						
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
Initial Assessment:			<p>Walk-thru's</p> <p>Observation</p> <p>Finding ways to give feedback</p>	Limited Development 08/28/2019		
How it will look when fully met:			Staff will have different ways in which they are getting monitored for curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers/instructional assistants.		Les Deming	05/28/2021
Actions						

Notes:

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

Initial Assessment:	Only data we have is parent/staff surveys, attendance and IEP data, Monthly Site-based meetings, Monthly Staff Meetings, School Wide MTSS Training, School Wide MTSS Goals ,Participation in District Offered Professional Development , Monthly Teacher Meetings ,Participation in Leadership Seminars	Limited Development 08/28/2019		
How it will look when fully met:	<p>On the first Wednesday of the month, teachers will meet to explore and potentially implement instructional based research methods to increase students' collaborative and communication skills. The second Wednesday of the month, will serve to relay information and data to instructional assistants to ensure all are motivated and educated to meet the same collaborative goals. The third Wednesday of the month provides a time for classroom staff to assess progress within their individual classrooms. During the fourth Wednesday of the month, the entire school will meet as a team to discuss and reflect on how we can improve and adapt the collaboration goal throughout the entire school.</p> <p>Staff will have the opportunity to observe other classrooms once a reporting period. Teachers will observe other teachers and instructional assistants will observe other instructional assistants. Staff will debrief after observations in order to discuss what was seen and answer any questions. This will allow time for improvement along with collaboration.</p> <p>Staff will continue to participate in extensive training for data collection techniques and classroom monitoring. Information gathered from data is used for classroom revision.</p> <p>Staff will continue to attend professional development offered by Exceptional Children's Department. Information is shared with peers during different monthly meetings and professional development opportunities.</p>		Karyn Vose	05/28/2021
Actions		0 of 4 (0%)		
10/28/19	Weekly staff meeting with designated staff members		Lindsey Herring	06/28/2021
Notes: 10/16/19				

Staff meet as a group during specific days during the month. an agenda is determined prior to the meeting. this months staff focus was on last years staff and parent surveys.

Staff will continue to meet on designated times

Teachers met 10/2/19 at 2:30 pm

IA's met 10/9/19 at 2;30 pm

Staff will meet 10/23/19 at 2:30 pm

Classroom will meet 10/30/19 at 2:30 pm

11/13/19

Staff will met during designated days and times. The main objective was on staff roles and discussed concerns.

Staff will continue to meet during their specific times.

Teachers met 11/6/19 at 2:30 pm

IA's met 11/13/19 at 2:30 pm

Staff will meet 11/20/19 at 2:30 pm

12/11/19

Met as a team to prepare for the time before break and wrapped up any issues and discussed future areas for next meeting.

Teachers will think about a parent curriculum night and what to discuss.

other meeting did not occur due to Holiday

1/8/2020

Teachers discussed NCstar and new progress monitoring procedures.

Staff discussed updates in school and what to expect coming up.

Staff will continue to collaborate and help each other when needs arise.

Staff met 1/8/20

Teachers will meet 1/15/2020

IA's will meet 1/22/2020 and classroom staff will meet 1/29/2020

10/28/19	Staff peer observations		kate Lee	06/28/2021
<p><i>Notes:</i> 10/16/19</p> <p>We are currently without a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>Once a bookkeeper is hired, determine dates and subs to do peer observation</p> <p>No peer observation have been done yet.</p> <p>11/13/19</p> <p>We are currently without a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>Once a bookkeeper is hired, determine dates and subs to do peer observation</p> <p>No peer observation have been done yet.</p> <p>12/11/19</p> <p>We are currently without a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>Once a bookkeeper is hired, determine dates and subs to do peer observation</p> <p>No peer observation have been done yet.</p> <p>1/8/2020</p> <p>We are currently have a bookkeeper. teachers will collaborate together when needs arise until peer observation can begin.</p> <p>We are determining dates and subs to do peer observation</p> <p>Peer observation will begin at the end of the month.</p>				
10/28/19	MTSS training quarterly		Karen Strader	06/28/2021

Notes: 10/16/19

Ms. Vose presented a PowerPoint discussed strategies of math and reading to assist students.

Two more presentation will occur by the end of the school year to finish off county wide MTSS training.

MTSS Training was on 10/8/19 during early release day.

10/16/19

No MTSS training were set for this month.

11/13/19

On 10/29/19 Ms. Vose will attend MTSS training.

12/11/19

No training scheduled for this month.

10/28/19 EC professional development

Karyn Vose

06/28/2021

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
Initial Assessment:			Job Fair List of graduates from local colleges	Limited Development 09/25/2019		
How it will look when fully met:						
Actions						

Notes:

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

Initial Assessment:	<p>Agenda</p> <p>Connect Ed</p> <p>Parent nights</p> <p>Open House</p> <p>Parents are given a Wolfe School handbook upon enrollment</p> <p>*Beginning of the school year teachers sent home class letters sharing their expectations</p> <p>*Annual IEP meetings are held, with parents being part of the team</p> <p>Happy Friday! It's hard to believe we have just one more week of class until fall intercession!</p> <p>Here's our weekly news:</p> <p>Science:</p> <p>This week we did a mini-unit on fall. Despite the raging hot temperatures, fall is just one week away. It will officially begin on our first day of fall break - September 23rd. We learned about fall traditions, fall foods, and the science behind the changing of seasons and the changing colors of the leaves. We wrote sentences about fall, created graphs, read books from A-Z reading, and did smart notebook activities.</p> <p>Social Studies/Language Arts:</p> <p>This week we continued our government social studies unit "It's My Right." We completed Chapter 2: "The Right to Keep Things Safe." We learned the importance of respecting the property of others and ways to keep our things safe - such as putting things away and locking doors. We also focused on the Bill of Rights this week. We made a list of the original 10 Bill of Rights amendments, discussed why they were established, and discussed the meaning and importance of each. We also played a game in which we read scenarios of situations in which rights were being violated. We had to determine which amendment right had not been followed.</p> <p>News-2-You:</p> <p>News-2-You this week was entitled "Roald Dahl Day." September 13th</p>	Full Implementation 09/25/2019		
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is Roald Dahl day. We learned that he was a famous author of children's and young adult literature. His famous books (many of which have become movies) include: Charlie and the Chocolate Factory, James and the Giant Peach, Fantastic Mr. Fox, the BFG, Matilda, and more! We had fun learning more about these amazing stories and how they have changed the lives of young readers for many years.

Daily Living:

This week we made "Charlies Chocolate Treats" to go along with our News-2-You lesson. They were no-bake cookies that included oatmeal, cocoa powder, butter, honey, almond butter, and a little salt. We mixed the ingredients, microwaved it for 30 seconds, formed them into cookies, and let them set in the fridge for one hour (this was the hardest part for many!). We enjoyed them after lunch.

Reminders/Notes:

- You should have received a permission slip for our upcoming trip to Dairy Queen on September 20 (our last day of school before break).
- Check bookbags and agendas daily
- Save your boxtops and coke caps for Wolfe

Upcoming Calendar Events:

- September 19th - Student of the Quarter Party in the gym (1:30)
- September 20 - Field Trip to Dairy Queen
- September 23 - October 4 - Fall Break
- October 8 - Bank Day - 11:30 dismissal
- October 9 - Teacher Work Day - No School