

Comprehensive Progress Report

Mission: All stakeholders of SouthWest Edgecombe High School are dedicated to providing a quality education for students in order for them to achieve successful futures.

Vision: All students who graduate from SWE will have options which include college, career, or the military.

Goals:

SouthWest High School will exceed growth as measured by end of year performance indicators.

SouthWest Edgecombe High School will increase 4-year cohort graduation rate by 5 percentage points, from 80% to 85%.

SouthWest Edgecombe High School Biology students will achieve a 10 percentage point increase in End-of-Year (EOY) READY Performance Indicators at a score of at least 38% by the end of the 2017-2018 school year. (2016-2017 data reported at 28%)

SouthWest Edgecombe High School Math I students will achieve a 10 percentage point increase in End-of-Year (EOY) READY Performance Indicators with a score of at least 51% by the end of the 2017-2018 school year. (2016-2017 data reported 41%)

SouthWest Edgecombe High School English II students will achieve a 10 percentage point increase in End-of-Year (EOY) READY Performance Indicators with a score of at least 51% by the end of the 2017-2018 school year. (2016-2017 data reported 41%)

SouthWest Edgecombe High School will increase performance on the ACT Test by 10 percentage points from 29% to 39%.

SouthWest Edgecombe High School will increase performance on the WorkKeys test by 10 percentage points from 56% to 66%.



! = Past Due Actions

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
<i>Initial Assessment:</i>		All teachers are required to establish classroom norms. Create a class syllabus, which includes classroom rules and procedures. The expectation at SWEHS is that all teachers establishing and posting school rules and classroom procedures. All teachers are consistently enforcing school rules and classroom procedures in their classroom.	Limited Development 11/06/2017		
<i>How it will look when fully met:</i>		Teachers will spend a minimum of two weeks at the beginning to the school year to positively discuss school/classroom procedures. The school-level administration will support teachers efforts by meeting with grade levels to ensure that students are aware of school expectation and consequences if procedures are not adhered to.		Karin Ruffin	06/08/2018
Action(s)	Created Date		1 of 5 (20%)		
1	11/6/17	SWEHS will provide students handbooks in both a hard copy and via the school website.	Complete 10/06/2017	Dara Harmon	09/01/2017
		<i>Notes:</i> Students will receive a copy of student handbook updated by the newly established administrative team. There were a few adjustment made in the dress code section.			
2	11/6/17	Teachers will model behavior proper behavior/ etiquette.		Jennifer Savage	06/15/2018
		<i>Notes:</i>			
3	11/6/17	PBIS Committee will review discipline data with SIT team. PBIS committee will provide incentives to encourage positive student behavior		Alyssa Stafford- PBIS Committee Chairperson	06/15/2018
		<i>Notes:</i> To date, PBIS has consistently shared information with SIT and administrative team members. They completed an Ice Social for the month of October 2017 and a T-shirt/Game Ticket raffle during the month of September 2017.			
4	11/7/17	Teachers will make adequate contact with the parents of students who do not follow classroom rules.		Jennifer Savage	06/08/2018
		<i>Notes:</i>			
5	11/8/17	The administration will conduct walk throughs using the updated walk through tool with a focus on effective classroom management.		Kevin Cutler	06/08/2018

Notes:

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>		<p>The current implementation is in line with school and district implementation with a focus on continuous improvement. Teachers will utilize state and district pacing guides to ensure appropriate levels of instruction. Teachers will create lesson plans that are in direct correlation to pacing guides and curriculum standards/objectives.</p> <p>Teachers begin to create CFA's using CASE21.</p> <p>Teachers analyze data received from CASE 21 CFA"s, Benchmark, and course summative assessments, to gauge student current academic level and adjust classroom instruction accordingly.</p> <p>Teachers are required to complete Data Notebook which included lesson plans, unit plans, and assessment data. The administration will review data notebook during walkthroughs.</p>	Limited Development 11/08/2016		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Instructional teams will utilize common planning, PLCs, and district-wide Curriculum Council meetings to collaborate with colleagues on the development of standards-aligned units of instruction for each subject and grade level. Each subject and grade level team will provide common standard-aligned units of instruction to all students.	Objective Met 11/06/17	Lavetta Roundtree	06/08/2018
Action(s)	Created Date				
1	11/17/16	Administration will monitor progress using the SWEHS Data Template and facilitate continuous improvement by participating in PLCs, Curriculum Council Meetings, and Departmental Meetings.	Complete 06/15/2018	Kevin Cutler	09/01/2017

Notes:

2	11/20/16	Administration will create a data document to be used by all teachers.	Complete 06/15/2018	Lavetta Roundtree	11/20/2017
		<i>Notes:</i> This document is being reevaluated to support the changes in administration. The administration continues			
3	11/20/16	Administration will create a meeting schedule for PLCs, staff meetings, and professional development.	Complete 06/15/2018	John Drake	09/01/2017
		<i>Notes:</i>			
4	11/20/16	Administration will monitor and review data notebooks during walkthroughs, PLCs, and observations.	Complete 06/15/2018	Lavetta Roundtree	06/18/2018
		<i>Notes:</i> These are required Non-Negotiables at SWEHS. The administrator assigned to this task most complete several walkthroughs. They will also rely on the assistance of other members of the administrative team.			
5	11/20/16	Teachers will collaborate to create unit plans that align with ECPS pacing guides.	Complete 06/15/2018	John Drake	10/31/2017
		<i>Notes:</i>			
Implementation:			11/06/2017		
Evidence	11/6/2017	Completed/Locked observation in NCEES			
Experience	11/6/2017				
Sustainability	11/6/2017	The new administrative took actions after completing round of observations and walkthroughs			

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>		<p>With clear structures and procedures in place, the administration ensures that all teachers are implementing practices with consistency and fidelity.</p> <p>SouthWest Edgecombe HS has begun to review the current level of core instruction by ensuring that students are receiving instruction that is evidence based and aligned with state standards. The newly established administrative team has reviewed EOC data, CFA/benchmark data. All teachers lesson plans/data notebooks are reviewed and attend EOC course PLC's.</p> <p>The administration is also ensuring that I/E is used for enrichment, remediation, and re-teaching. EOC teachers are required to post agenda and document standards covered during daily I/E time.</p>	Limited Development 11/08/2016		
<i>How it will look when fully met:</i>		The school will have a systemic and consistent structure for how each teacher will approach the learning needs of all students. Administration will monitor this process by analyzing ongoing data, having conversations with teachers and departments, reviewing the teacher's instructional data notebook, and responding to specific instructional needs through the evaluation process.		Kevin Cutler	06/15/2018
Action(s)	Created Date		3 of 5 (60%)		
1	11/17/16	All teachers will provide tiered instructional practices during the scheduled I/E (Intervention/Enrichment) Period to meet the individual needs of students across all tiers.	Complete 11/06/2017	Lavetta Roundtree	10/13/2017
		Notes: I/E Schedule I/E-Lesson Plans included in data notebooks (new requirement) Data Template Instructional/ Data Notebook			
2	11/20/16	Teachers will identify student groupings for intervention and enrichment on the data document.	Complete 12/04/2017	John Drake	10/13/2017
		Notes:			
3	11/20/16	Teachers will offer at least one before/after school tutorial session per week to meet the individual learning needs of students.	Complete 06/15/2018	Kevin Cutler	06/08/2018

Notes:

4 11/21/16 The Problem Solving Team(SSMT) will meet monthly to address unique learning needs of students and appropriate interventions to ensure success.

Kevin Cutler

06/08/2018

Notes: Mrs. Whitaker will report imperative information to school administration and counselor SIT representative A. Gay

5 11/6/17 Teachers will facilitate departmentally developed buy-back sessions.

Anna Gay

11/13/2017

Notes: This action step was approved at the SIT held on November 1, 2017

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

Initial Assessment:

Ongoing conversations are being held with teachers to address the impact of meeting all students' emotional needs, guiding students in managing their emotions, and arranging for supports and intervention. We are working on meeting these needs through PBIS and SSMT in addition to other school and district-based resources.

Limited Development
11/08/2016

How it will look when fully met:

ALL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. Discipline referral rates will decrease, attendance rates will improve, and overall student performance data will increase. PBIS committee will continue to provide incentives/rewards for students.

Jennifer Savage

06/15/2018

Action(s) Created Date

3 of 4 (75%)

1 11/17/16 SouthWest Edgecombe High School will implement a fully functional Positive Behavioral Intervention and Supports program. The implementation of this framework includes a representative school leadership team that works with the staff, students and administrators to: (1) identify and monitor schoolwide outcomes; (2) develop systems to support implementation and sustainability; (3) implement evidence based practices to increase a positive social climate and learning environment; and (4) develop data management systems to monitor progress and make effective data based decisions based on the school context.

Jennifer Savage

06/15/2018

Notes: PBIS Matrix
PBIS Meeting Schedule
PBIS Incentive Schedule
Description of Voucher System
Discipline Data
Attendance Data

2	11/20/16	Administration will lead discussions about relationship building, empathy, communication, and meeting the emotional needs of all students. This will take place during staff meetings and will be revisited during departmental PLC's.	Complete 06/15/2018	Kevin Cutler	03/05/2018
<i>Notes:</i>					
4	11/21/16	Administration will create a club day schedule to meet the diverse interests of the student population.	Complete 06/15/2018	Lavetta Roundtree	11/10/2017
<i>Notes:</i> Club roster and coverage spreadsheet. The SWEHS club sessions and expectations for club advisors are currently being reevaluated. The school administration and SIT have approved that clubs will meet every other Friday. (Twice a Month)					
5	11/21/16	The SSMT will meet monthly to address unique learning needs of students and appropriate interventions to ensure success.	Complete 06/15/2018	Kevin Cutler	05/31/2018
<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
Initial Assessment:		Currently, at SWEHS we have implemented the following supports to assist students to transition from grade-to-grade and level-to-level: Highly functioning credit recovery program, Utilizing 22 credit program, Grade level meeting during fall and spring that focus on(transcript review, attendance review, pre-registration, course catalog), Guidance counselors: hold senior conferences, have designated office hours, a regulated student roster(A-G, H-M etc.. to ensure a well established rapport with students.) Facilitate eighth-grade transition meetings with feeder middle schools, which included a meet and greet with guidance counselors and a campus tour. Current CDC visits feeder middle school to discuss career pathways.	Limited Development 11/06/2017		
How it will look when fully met:		All stakeholders will be well informed of the programs established at SWEHS and can attain imperative information easily and with the proper supports. Students will actively participate in any to the programs established to ensure academic success.		Kevin Cutler	06/08/2018
Action(s)	Created Date		1 of 3 (33%)		
1	11/6/17	Guidance Counselor office hours and student assignment posted and information made available to students and staff.	Complete 09/04/2017	Anna Gay	09/04/2017
<i>Notes:</i>					
2	11/6/17	Grade level meetings will occur at a minimum of twice a year, with the exception of seniors. Seniors will meet multiples times throughout the school.		Lavetta Roundtree	06/15/2018
<i>Notes:</i>					
3	11/6/17	The SSMT committee established and meeting monthly.		Lavetta Roundtree	06/08/2018
<i>Notes:</i> The SSMT team is established and to date has been meeting regularly.					

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 school district has an active and engaged team to support each school in the district. The team is comprised of the Superintendent, Assistant Superintendents, and Directors. The team will meet monthly to share the current state of the district improvement plan and level of support being provided to schools.		Limited Development 11/08/2017		
<i>How it will look when fully met:</i>		The district LEA Support and Improvement team will include the topic of support for Priority and Low Performing schools on each CISS team meeting agenda. The team will provide coaching comments on a regular basis in the NCStar tool. Members of the LEA support and improvement team will provide quarterly feedback to principals using a district developed walkthrough tool. Each quarter, 100% of our low performing and priority schools will receive instructional rounds using the district developed walkthrough tool which will provide immediate feedback.			Robert Batts	09/05/2016
Action(s)	Created Date			0 of 1 (0%)		
1	11/8/17	The district improvement team will meet monthly to provide support			Robert Batts	06/08/2018
<i>Notes:</i>						

!	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:			SouthWest Edgecombe High School SIT team meets the first Wednesday of each month. Our team consist of each department representatives, many are not departmental chairs, two parent representatives, bookkeeper and all members of the administrative team. The SIT chair provides a prior approved agenda. During the meeting, we discuss teacher concerns, data updates and any plans that have been implemented and adjustments that need to be made.	Limited Development 11/08/2016		
			Priority Score: 1 Opportunity Score: 3	Index Score: 3		
How it will look when fully met:			The school improvement team will meet at least twice a month to discuss and respond to implement school practices, discuss areas of need, and provide solutions accordingly. The leadership team (SIT) will continuously monitor progression on NCStar assessed indicators. The administration will provide must current student data and any imperative information about the district and external professional development opportunities.		Kevin Cutler	06/09/2017
Action(s)	Created Date			0 of 2 (0%)		
1	11/8/17	School leadership team will monitor progression on each assessed NCStar Indicator.			Jennifer Savage	06/08/2018
<i>Notes:</i>						
2	11/8/17	The SIT will monitor all aspects of school improvement. (Data analysis process, hiring practices, intervention/enrichment, clubs)			Jennifer Savage	06/08/2018
<i>Notes:</i>						
Implementation:				11/06/2017		
Evidence	11/6/2017	Please review meeting agenda and minutes located in Indistar.				
Experience	11/6/2017	SIT team has been established and functioning appropriately.				
Sustainability	11/6/2017	SIT will need to continue to meet twice a month.				

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>		Master schedule allows teachers to have common planning periods for core instructional areas in order to have uninterrupted professional learning communities and collaboration.	Limited Development 11/08/2016		
<i>How it will look when fully met:</i>		All core area teachers will have common planning time. During this time, teachers will meet collaboratively to plan and discuss best instructional practices. The expectation from the administration is that during the common planning/ PLC meetings lead teachers are ensuring that they are review data, discussing and reviewing best practices, creating attainable and measurable goals. Teacher lead committees will use the school vision and mission, school improvement plan(NC Star Indicators) as the guiding materials when functioning in their expected capacities.		Kevin Cutler	06/08/2018
Action(s)	Created Date		4 of 5 (80%)		
1	11/15/16	A schedule will be created for professional learning communities to meet at least once a week; lesson planning and data analysis.	Complete 09/01/2017	John Drake	09/04/2017
		<i>Notes:</i> Artifact; PLC schedule			
2	11/21/16	Administration will create duty rosters and instructional schedules that minimize disruptions to both class time and planning periods.	Complete 09/01/2017	John Drake	09/29/2017
		<i>Notes:</i> Accommodations schedule Lunch duty schedule Before/after school duties Administration Game/ Athletic Duties			
3	11/21/16	Each department will elect a department chair to serve as a resource to all teachers in the department and facilitate PLCs.	Complete 09/01/2017	Jennifer Savage	09/29/2017
		<i>Notes:</i> Academic department list. Department Chair requirements will be review by Mr. K. Cutler			
4	11/21/16	Administration will identify two mentor teachers who will observe and meet regularly with beginning teachers.	Complete 09/29/2017	Lavetta Roundtree	09/29/2017
		<i>Notes:</i>			
5	11/8/17	Teacher lead committees will review pacing, guides, lesson plans, CFA's data, and strategies that will be used during I/E times for remediation/ re-teaching.		Karin Ruffin	06/15/2018
		<i>Notes:</i>			

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>		The administrative team monitors curriculum and instruction regularly, but may need more consistency in providing timely, clear, and constructive feedback outside of the evaluation process.	Limited Development 11/08/2016		
<i>How it will look when fully met:</i>		The administration will use the district evaluation and walkthrough process to monitor classroom instruction with fidelity. Teachers will be provided with regular instructional feedback based on the formal and informal evaluation data. This process will lead to teachers implementing best instructional practices in ways that will lead to increased student achievement.		Kevin Cutler	06/15/2018
<i>Action(s)</i>	<i>Created Date</i>		3 of 4 (75%)		
1	11/17/16	The administrative team will follow district evaluation and walkthrough processes with fidelity to monitor curriculum and classroom instruction regularly and provide timely, clear, constructive feedback to teachers.	Complete 09/01/2016	Kevin Cutler	05/31/2018
<i>Notes:</i>		Evaluation schedule Walkthrough schedule Walkthrough Tool -Updated			
2	11/21/16	Administration will review the data notebook of all teachers during walkthroughs, observations, and PLCs.	Complete 09/06/2016	Kevin Cutler	05/31/2018
<i>Notes:</i>					
3	11/21/16	Administration will create a data document to be used by all teachers. Administration will review this information at weekly PLCs.	Complete 10/01/2016	Lavetta Roundtree	10/02/2017
<i>Notes:</i>					
4	11/8/17	The administration will meet with department chairs to discuss and evaluate teacher pacing.		Jennifer Savage	06/15/2018
<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>		Current policy and budget constraints do not always allow schools to provide most relevant professional development in a way that will result in higher student achievement. The school regularly looks at data to implement practices that improve student achievement and provide relevant coaching during PLCs, staff meetings, and individual teacher conferences.	Limited Development 11/08/2016		
<i>How it will look when fully met:</i>		School teams will have a process in which they will consistently analyze various data sources and create instructional plans to effectively meet the needs of all students. Based on the data, the school improvement team will explore and implement a professional development plan, focusing on best practices.		Kevin Cutler	06/08/2018
Action(s)	Created Date		0 of 4 (0%)		
1	11/8/17	The administrative team will review school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs during weekly Administration PLCs.		Kevin Cutler	06/08/2018
		Notes: Administration PLC schedule Administration PLC minutes Student Performance Data PowerPoint Presentation			
2	11/8/17	Administration will review data with departments after every common assessment (CFAs and Benchmarks).		Kevin Cutler	06/08/2018
		Notes: PLC Data Document ECPS and School Data PowerPoint Presentation			
3	11/8/17	Administration will review all relevant data prior to pre/post-conferences and teacher observations.		Kevin Cutler	06/08/2018
		Notes:			
4	11/8/17	Administration will assist in disaggregating data to determine trends and gaps in instruction.		Kevin Cutler	06/08/2018
		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>		District resources are in place to assist with staffing needs. SWEHS currently has vacancies. The administrative team as recently filled two vacant positions in CTE and music (has not been released from the previous county to date) Administration continues to use current teachers as a recruitment tool, the administration also continuously reviews TeachMatch.	Limited Development 11/08/2016		
<i>How it will look when fully met:</i>		The school will use district protocol and procedures for recruiting, evaluating, and replacing staff. The school will develop a teacher incentive program for rewarding teachers.		John Drake	06/15/2018
<i>Action(s)</i>	<i>Created Date</i>		0 of 6 (0%)		
1	11/8/17	Administration will use NCEES to evaluate teachers and provide appropriate and honest feedback.		Kevin Cutler	06/15/2018
<i>Notes:</i>		The current administrative team has spoken in great detail about the expectation during observations and how to provided appropriate feedback. This is a top priority of SWEHS newly established administrative team.			
2	11/8/17	The administration will develop action plans for teachers who continue to receive below average evaluation standards(Developing) after supports have been implemented.		Kevin Cutler	06/15/2018
<i>Notes:</i>					
3	11/8/17	The Teacher Working Conditions survey will be used to assess the school's climate.		Mike Whitehurst	06/15/2018
<i>Notes:</i>					
4	11/8/17	Administration will ensure that quality instruction is provided for students in the case a long term sub is needed.		John Drake	06/08/2018
<i>Notes:</i>					
5	11/8/17	A hospitality committee (Cougar Spirit Initiative) will work to promote a positive school culture by recognizing and supporting staff members.		Lavetta Roundtree	06/08/2018
<i>Notes:</i>					
6	11/8/17	The School Leadership Team will implement practices for rewarding (Attendance, Star Teacher, Star Staff Member) in an effort to create a positive work culture that promotes teacher retention.		Jennifer Savage	06/08/2018

Notes: Star Teacher
 Star Staff Member
 Perfect Attendance
 Staff Interest Survey
 CIS Committee
 Mentor Teachers

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>		School regularly communicates with parents/guardians, however, more steps can be taken to emphasize the importance of parental involvement and opportunities for parents to support their children's learning. Currently, we utilize ConnEd to inform all stakeholder of upcoming events, the school website, schools marquee. Administration attends all athletic events and other school functions. The school previously established Facebook page. Teachers are required to maintain a parent contact log and update grade in PowerSchool weekly to ensure that parent have accurate information when viewing the parent portal. SWEHS is currently discussing new ways to engage parents, this is on the agenda for our next school improvement team meeting.	Limited Development 11/08/2016		
<i>How it will look when fully met:</i>		The school will have ongoing two-way communication between parents and staff, using various communication tools. All stakeholder will receive imperative information in a timely manner. Community stakeholders will provide feedback that indicates that SWEHS is successfully maintaining an open line of communication.		Karin Ruffin	06/15/2018
Action(s)	Created Date		0 of 1 (0%)		
1	11/8/17	SouthWest Edgecombe High School will utilize a variety of means to regularly communicate with parents/guardians about expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). School Leadership Team members will maintain social media accounts (Twitter and Facebook), the school website and ConnectEd calls. In addition, all staff member will correspond directly with parents/guardians via phone, text, and e-mail communication.		Anna Gay	06/08/2018

Notes: Twitter
Facebook
School website
ConnectEd
Parent Contact Log