

## Comprehensive Progress Report

**Mission:** Promoting Effort, Pursuing Integrity, Producing Excellence. Hawks - Have Respect, Always on Time, Work Hard, Keep Materials Ready, and have Success!

**Vision:**

**Goals:**



! = 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
<i>Initial Assessment:</i>		Capturing Kids Hearts training - 4 Questions, Social Contract PBIS - Behavior (HAWK) Card, Reward drawings, tickets	Limited Development 10/16/2017		
<i>How it will look when fully met:</i>		All teachers will utilize classroom management strategies to deal with students' behaviors and actions, minimizing disruptions to the learning of all students in the learning environment.		<b>Nala Sadler-Sherrill</b>	<b>06/11/2019</b>
<b>Actions</b>			<b>2 of 3 (67%)</b>		
	10/16/17	All staff will be trained on Capturing Kids Hearts.	Complete 03/26/2018	Sally Ross, Tim Sims	02/28/2018
		<i>Notes:</i> Heidi Harvey, Jewel Wido, Abraham Thao, Kara Taylor, Ashley Rembert, Jaclyn Lopez, Lindee Parsons			
	10/16/17	PBIS interventions used as directed by Mr. Moore, chair of the PBIS Committee.	Complete 06/08/2018	Danny Moore	06/08/2018
		<i>Notes:</i> Mr. Moore provides the committee with data to make improvements to our school climate.			
	11/6/17	All staff will attend professional development on toxic stress and building relationships.		Nala Sadler-Sherrill	06/08/2019

Notes: Principal to line up presenter for each topic.

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>		Northview uses evidence to align with student needs. We implement standards based instruction paced by district curriculum guides. However, teachers are left to differentiate instruction for all students without pacing guides or specified resources or assessments to progress monitor. We do not have resources provided by district to help with remediation or enrichment. Benchmark/NC CheckIn data is used to differentiate skills based on grade level resources.	Limited Development 05/24/2016		
<i>How it will look when fully met:</i>		MTSS will be fully implemented and serve as the basis for the instructional system that teachers will use to provide evidence based instruction to meet the needs of individual students.		Danny Moore	06/07/2019
<b>Actions</b>			<b>1 of 3 (33%)</b>		
11/6/17	Mr. Moore will complete MTSS training.		Complete 06/08/2018	Danny Moore	06/08/2018
<i>Notes:</i> Northview is not currently in the MTSS pilot, but Mr. Moore is attending meetings to facilitate trainings and establish a team at Northview when the pilot is complete.					
11/6/17	Teachers will refer students to MTSS for academic or behavior support.			Danny Moore	06/07/2019
<i>Notes:</i> Students will receive the individual supportive tiered interventions they need to succeed. Teachers will receive supportive instructional plans to address the students' needs in the classroom.					
11/6/17	Establish an MTSS core committee.			Nala Sadler-Sherrill	10/31/2019
<i>Notes:</i> MTSS Core Committee will consist of teachers from each grade level, EC, and rotation, social worker, counselors, and any other behavior specialists needed.					

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>	We have a great support system and some teachers will turn issues over to someone else instead of dealing with them self and address the emotional state of children. We need further development on dealing with diversity, race, SES, gender ID, adolescents, poverty, etc. We are all qualified to teach middle school students, but we do not all deal with middle school emotional issues appropriately.	Limited Development 05/24/2016			
<i>How it will look when fully met:</i>	All teachers in the school will foster an emotionally safe environment for the students.		Lindee Parsons	06/11/2019	
<b>Actions</b>		<b>5 of 6 (83%)</b>			
10/19/16	Create a Google folder for teachers to record evidence of the emotional/social needs of the students in their "What I Need"(W.I.N.) / advisory classes to solicit support staff interventions (counselor, nurse, social worker, etc.).	Complete 02/20/2017	Cynthia Parrish	12/02/2016	
<p><i>Notes:</i> Goal - Google form will be located in WIN folder in google drive.</p> <p>Support - Each teacher has been given access to a google form that allows names to be referred to the counseling department for services needed.</p>					
10/31/16	Research, create and implement an advisor/advisee instructional block to take place one time per week beginning the second nine week grading period.	Complete 02/20/2017	Aimee Sigmon	03/23/2017	
<p><i>Notes:</i> Goal - Use the WIN folder to show evidence of the school being separated into groups by ability and help keep teachers and students connected during this time.</p> <p>Support - Teachers have organized students into groups by academic levels to strengthen academic ability to eliminate emotional stress within the classroom setting, which will lead to less discipline issues and missed instructional time.</p>					
10/19/16	Provide professional development for all staff members that will equip teachers with strategies to guide students in managing their own behaviors.	Complete 03/24/2017	Miriam Starnes	05/26/2017	

*Notes:* Professional development will include lesson plans and teaching materials.

Goal - Powerpoint that was designed by counseling department and EC teacher

Support - A PowerPoint presentation was conducted over 2 different faculty meetings, that centered on Northview student make-up, how to deal with difficult behaviors, and discussing the differences and effectively communicating with the various minority groups that are enrolled.

11/6/17 Mr. Moore will coordinate the Lunch Buddy Program with Council of Adolescents. Students will request or be assigned a lunch buddy based on emotional/social need.

Complete 05/11/2018

Danny Moore

05/11/2018

*Notes:* Students will eat with Lunch Buddies once per week and discuss academic and social needs. Buddies will provide support in areas of need, and communicate with teachers during the year to support their student.

10/19/16 Establish a school wide program that involves journal writing and role-play scenarios involving the importance of building social and emotional skills. Will take place during homeroom time.

Complete 10/06/2017

Miriam Starnes

05/25/2018

*Notes:* We need time during a faculty meeting to give behavior interventions. Take part of homebase to incorporate writing prompts and role play scenarios- reflections will be used as evidence for completion School wide

1st subject -bullying Show video and have students reflect upon their thoughts of the inappropriate actions. Is it stressful to you? Does it affect your learning? Is it hurting your chance to improve for the future? IF you were the teacher how would you handle the situation

2nd subject - misbehavior during class but placing the student in the place of witnessing behavior, not participating. Have students reflect upon their thoughts of the inappropriate actions. Is it stressful to you? Does it affect your learning? Is it hurting your chance to improve for the future?

3rd subject - what do you see yourself doing in 5, 10, or 20 years from now? What are you doing now to reach your goals in 5 years?

	10/12/18	Train teachers during monthly staff meetings on how to use mindful schools with students in their classrooms.		Cynthia Parrish	06/11/2019	
<i>Notes:</i>						
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Northview Middle School will develop remediation plans to decrease the achievement gap for Black and Hispanic subgroups by 2% during 2018-19 school year.	Limited Development 10/09/2017			
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Achievement gap between White and Black and/or Hispanic subgroups will be below the state achievement gap average across the school. We will use historic EOG data compared to current year data.		<b>Nala Sadler-Sherrill</b>	<b>06/07/2019</b>	
<b>Actions</b>			<b>2 of 3 (67%)</b>			
	11/6/17	Identify gaps in knowledge via benchmarks, common assessments, and i-Ready Diagnostic to develop remediation plans specific to those skills.	Complete 05/18/2018	Nala Sadler-Sherrill	05/18/2018	
<i>Notes:</i> Give assessment, then analyze data during PLCs						
	11/6/17	All teachers will remediate and/or enrich content once 4 days per week to improve academic achievement in reading and/or math.	Complete 05/11/2018	Becky Gaffney	05/30/2019	
<i>Notes:</i> All teachers involved, including counselors, media coordinator, principal and outside consultants as needed.						
	10/15/18	Provide i-Ready personalized online instruction in Reading and Math to remediate academic gaps		Courtney Osteen	06/11/2019	
<i>Notes:</i>						
<b>Implementation:</b>			11/06/2017			
<b>Evidence</b>		11/6/2017 See data boards in room 330, organized by grade level.				
<b>Experience</b>		11/6/2017 Erin Sigmon provided data to rotation teachers, who created the index cards. Core teachers sorted the cards by reading and math scores.				
<b>Sustainability</b>		11/6/2017 Core teachers will revisit cards and update data for each student based on benchmarks and common assessment to track progress throughout the year.				

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
<i>Initial Assessment:</i>		We plan to set a set meeting schedule to ensure this process and using the NC Star program will help us with agendas and having focus and plan for our meetings. We will be working to set agendas that target program effectiveness and streamline with predetermined evaluation data.	Limited Development 05/24/2016		
		Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		Indistar system will reflect meetings being held twice a month in order to review the implementation of effective practices throughout Northview Middle School.	<b>Objective Met 12/14/17</b>	<b>Becky Gaffney</b>	<b>06/09/2017</b>
<b>Actions</b>					
	10/19/16	Conduct bi-weekly Leadership Team meetings to plan the agenda for School Improvement Team meetings, monitor progress of all goals, and address other school needs.	Complete 09/15/2017	Becky Gaffney	09/15/2017
		<i>Notes:</i> Enter dates into calendar for Sadler-Sherrill and Gaffney to meet 1st period. Others will be invited as needed.  We are meeting at least 2 times per month, but may not be at a set rotation for Admin and process manager. We need to be more deliberate in our discussion of our tasks and progress of the plan. We need to make sure that each team member is taking ownership of their goal and progress.			
	10/19/16	Create School Improvement Team meeting agendas and share the agenda with the all School Improvement Team members at least 2 days prior to SIT meetings.	Complete 09/15/2017	Becky Gaffney	09/15/2017
		<i>Notes:</i> We are using indistar to create agendas and email out to SIT members. It may not always be 2 days prior to the meetings.			
	10/19/16	Conduct monthly School Improvement Team meetings with School Improvement Plan goals being a focus of discussions. (Agendas in system will document.) Post all meeting agendas to the Northview website.	Complete 09/18/2017	Nala Sadler-Sherrill	09/18/2017

Notes: Meetings set for 3rd Monday of each Month.  
We have regular meetings and are submitting our minutes and updating them on the webpage after each meeting.

<b>Implementation:</b>		12/14/2017		
<b>Evidence</b>	10/16/2017 Evidence is provided in the form of meeting agendas and minutes, located in the Indistar system.			
<b>Experience</b>	10/16/2017 Monthly meetings are intentional and help our school work toward our target goals.			
<b>Sustainability</b>	10/16/2017 SIT will continue to meet monthly, and SIT Chair and principal will also meet biweekly to plan and outline goals for the team and school.			

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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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
<b>Initial Assessment:</b>	The principal does provide feedback to classroom instruction, but due to many other responsibilities, she is not in the classrooms as often as staff or she would prefer. The administrative team meets the requirement of observing teachers 2-4 depending on their renewal cycle or contract. The administrative team are routinely in the classrooms and monitor as their time allows.		Limited Development 05/24/2016		
<b>How it will look when fully met:</b>	Beginning September 1, 2017 the principal will conduct informal classroom observations of instructional delivery and provide each teacher constructive feedback within five school days of the observation a minimum of two times each grading period. These two informal observations conducted by the principal will be in addition to formal observations required to satisfy the NC Teacher Evaluation process. In addition, the principal will continue to participate in weekly content PLCs and will provide individual constructive feedback to all core content teachers no less than twice per nine week grading period. Observation data will be compiled to identify schoolwide performance trends to be reported out at monthly staff meetings.		<b>Objective Met</b>	<b>Nala Sadler-Sherrill</b>	<b>05/31/2018</b>
<b>Actions</b>			<b>4 of 4 (100%)</b>		
	10/23/16	Identify critical "look fors" and strategies for compiling and reporting trend data of the identified "look fors" for monthly data analysis and reporting.	Complete 02/20/2017	Nala Sadler-Sherrill	11/01/2016

- Notes:*
1. Is it safe and orderly?
  2. Rigor - Critical thinking, higher order thinking questions
  3. Learning target/AOL components
  4. Student Engagement/Differentiation

Identify critical “look fors” and strategies for compiling and reporting trend data of the identified “look fors” for monthly data analysis and reporting.

During the Dec. 12, 2016 SIT meeting Mrs. Dischiavi facilitated a discussion for SIT to determine the “look fors” and strategies for Safe and orderly

Rigor - critical thinking, higher order thinking questions  
 Learning Target / AOL components  
 Student Engagement / differentiation

10/23/16	Revise and communicate a list of administrative duties to be fulfilled by the Assistant Principal and Principal in order to secure time for the Principal to fulfill instructional leadership goals.	Complete 08/01/2017	Nala Sadler-Sherrill	11/07/2016
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*Notes:* Revised administrator responsibilities will be shared at the Monday, December 2 and share staff by NV News.  
 Administrator duties, chain of command, making sure all staff understands "go-to" persons, task management  
 Staff will look at list and make sure understand who is responsible for each duty/activity.

Create a tracking system to ensure each staff member receives the minimum of two feedback reports on both classroom instructional lessons and PLCs (core content teachers only) for each grading period. A shared document was created to track completion of informal teacher observations and PLC feedback provided to Core teachers. Not all teachers have received the stated expectation of a minimum of two feedback reports on both classroom instructional lessons and PLCs.

10/23/16	Create a tracking system to ensure each staff member receives the minimum of two feedback reports on both classroom instructional lessons and PLCs (core content teachers only) for each grading period.	Complete 02/20/2017	Nala Sadler-Sherrill	11/30/2016
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*Notes:* PLC is a responsibility to all staff and should have "buy-in" and contribution.

Individual feedback to each staff member

Google Doc will be created for Mr. Moore and Mrs. Dischiavi to help track and monitor teachers input

Data will address norms, classroom musts

Revise and communicate a list of administrative duties to be fulfilled by the Assistant Principal and Principal in order to secure time for the Principal to fulfill instructional leadership goals.

Mrs. Dischiavi created and shared a document identifying Principal and Assistant Principal responsibilities.

\* Administrator Duties

10/23/16

Collaborate with School Improvement Team and Instructional Support Team to identify the observation tool/s to be used for informal observations.

Complete 02/20/2017

Nala Sadler-Sherrill

09/01/2017

*Notes:* NC Rubric (used from formal observations only - teacher evaluation cycle), ELEOT (from advanced Ed) and/or AOL template used for classroom walk-thrus. Teachers will receive feedback and track for other goals.

Collaborate with School Improvement Team and Instructional Support Team to identify the observation tool/s to be used for informal observations.

During the Dec. 15, 2016 SIT meeting Mrs. Dischiavi facilitated a discussion to determine what tool will be used to collect formative assessment during informal observations. The team approved the continued use of the ELEOT tool in combination with the AOL template to gather information, analyze instruction and provide feedback to teachers.

\*ELEOT form

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>		We are a data driven school with EVAAS data, EOG data, evaluation data, benchmark data, common assessments and more. We adjust schedules, teacher roles, and student placement as needed to meet the needs of our students. We use our curriculum assistance program, AIG specialist, Math specialist and others to help create the data, review the data and implement the data decisions. Working with Data is an ongoing process due to the changes and needs of our students.	Limited Development 05/24/2016		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Data walls will include multiple formative and summative assessments, including unit and benchmark assessments given across the district. Data walls will be located in a common location for each grade level (Room 330 - The Nest) All ELA, Math, Science and Social Studies teachers will utilize data to inform their instructional planning and delivery.	<b>Objective Met 09/18/17</b>	<b>Bryan Marley</b>	<b>06/09/2017</b>
<b>Actions</b>					
	10/19/16	Administer common assessments and benchmarks within the given testing window.	Complete 06/02/2017	Danny Moore	01/16/2017
		<i>Notes:</i> Q1 and Q2 Math/Reading Benchmarks were given to all grades. (Testing Calendars for Q1 and Q2) The use of Common Formative Assessments (CFA) for Q1 and Q2			
	10/19/16	Score assessments and update data walls within 2 weeks of the given assessment.	Complete 04/28/2017	Danny Moore	04/28/2017
		<i>Notes:</i> Danny Moore will also be responsible for this task.  Data walls and scored assessments were available two weeks after they were given			
	10/19/16	Analyze assessment data. Individual student skill mastery, cohort mastery, class mastery, subgroup proficiency, etc.).	Complete 04/28/2017	Stephanie Dischiavi	04/28/2017
		<i>Notes:</i> Use PLC's to analyze data together!  We have analyzed proficiency and mastery during PLCs and I (Gaffney) will add a copy of the PLC minutes to the documentation.			

10/19/16	Modify instruction and student grouping based on assessment results. Professional Learning Community (PLC) planning time allocated to co-planning and analyzing data walls to help individualize instruction for students.	Complete 05/19/2017	Stephanie Dischiavi	05/19/2017
<i>Notes:</i> Grade Level SIT rep will be responsible for this task for each grade level.				
We will put in the remediation plan as well				
<b>Implementation:</b>		09/18/2017		
<b>Evidence</b>	9/18/2017 Data Walls, Benchmark, NC CheckIns, GradeCam data for student mastery of content.			
<b>Experience</b>	9/18/2017 All staff contributed to data boards, ELA/Math analyzed data to inform instruction.			
<b>Sustainability</b>	9/18/2017 We will continue to meet in PLC's in the NEST to create and analyze data for our students to guide instruction.			

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>
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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
<b>Initial Assessment:</b>		Northview administration works diligently to recruit, evaluate, and maintain staff, but when there are fewer candidates to choose from it is sometimes difficult to recruit. Administration works very hard to choose and place teachers in locations that fit well for students and school dynamics. We feel that ways to reward teachers need to increase so that they are praised for their successes. Our district attends career fairs and teachers are involved with interview process for their perspective teaching partners.	Limited Development 05/24/2016		
<b>How it will look when fully met:</b>		All positions will be filled with highly qualified teachers who feel valued in our school.		<b>Nala Sadler-Sherrill</b>	<b>06/11/2019</b>
<b>Actions</b>			<b>3 of 4 (75%)</b>		
11/6/17		Establish a Teacher Interview Team, which would vary by open position, as needed.	Complete 10/30/2017	Nala Sadler-Sherrill	10/30/2017
<i>Notes:</i> Team will be requested by principal on a rolling, as needed basis.					
11/6/17		Mrs. Sadler-Sherrill established the "Rewarding Roses" for colleagues to recognize each other for their outstanding contributions to our school and students. The award will be given at each monthly staff meeting.	Complete 10/22/2017	Nala Sadler-Sherrill	06/08/2018
<i>Notes:</i>					

11/6/17	Morale-building through birthday celebrations. Mrs. Parsons takes pictures of the teacher and sends to the staff through email.	Complete 09/08/2018	Lindee Parsons	09/08/2018
<i>Notes:</i> Mrs. Parsons uses the KINDNESS connection frame to take the pictures.				
10/12/18	Establish a Sunshine Committee to recognize staff birthdays, successes, retirements, etc.		Courtney Osteen	06/11/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension E - Families and Community</b>
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<b>Effective Practice:</b>	<b>Family Engagement</b>
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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
<b>Initial Assessment:</b>		We have a school compact which provides expectations for our parents, but we as staff do not always follow through. We provide multiple forms of communication school wide, example web pages, remind 101, administration weekly phone calls, weekly team newsletters electronically, but we still miss a portion of our population. We have to make all communication with parents, via English, Spanish, Hmong available. Teachers need to increase parent communication for positive situations, not just negative. We need to establish norms and create ways to include all parents of our diverse learners in meetings, social events, school functions, and their childs education process..	Limited Development 05/24/2016		
<b>How it will look when fully met:</b>		Parents will be aware of how to gather the needed information to help their child be successful in school. The school will regularly communicate methods that parents can use to support their child's academic growth.		<b>Nala Sadler-Sherrill</b>	<b>06/11/2019</b>
<b>Actions</b>			<b>4 of 6 (67%)</b>		
10/19/16		Expand, update and maintain current information on all internet resources pertaining to the instructional program at Northview Middle School. Ensure the website contains curriculum guide information, academic information and grading practices in order to allow parents to access this data when needed.	Complete 09/01/2017	Aimee Sigmon	08/31/2016

*Notes:* Teacher websites updated, grades entered within 5 days of collection so that PowerSchool is up to date for parent portal, Northview facebook page is updated with academic and social events.

Goal - When this task is fully met, parents will be able to access teacher webpages, school webpages, and surveys that will allow parents to navigate our website to find resources for their student.  
We need to make sure that we have proper documentation to help support our task as noted below.

In progress - We have had one Latino Heritage Night and Northview Parent Night on February 21st. We are hoping to have at least one more Latino Heritage Night in the near future.

10/19/16 Host a Hispanic Heritage Dinner to inform the Hispanic community of their growing student population and successes at Northview, provide access information to student data accounts and instruct parents on the expectations of the Northview Parent-Teacher-Student Compact.

Complete 02/21/2017

Sheng Yang

04/30/2017

*Notes:* Promote events that draw in our "missing" populations in afterschool and curriculum based events.

Link curriculum documents to NVW Webpage for parents to have access to their students curriculum (syllabus).

Northview Family Night Schedule  
Northview Family Night Flyer - passed out to students on gold paper  
Northview Family Night Flyer  
Latino Heritage Night Flyer and Schedule  
Example of Teacher Webpages  
Surveys for Parents for Information  
Curriculum Information and Parents Guide

10/19/16 Establish and maintain home to school connections in order to create shared initiatives across the Northview community.

Complete 09/01/2017

Melessa Pearson

09/08/2017

*Notes:* We need to research best practices and work with district initiatives to ensure we are meeting the needs of all families.

In Progress - Teachers need to make sure that all webpages are “parent friendly” for all parents to access needed information for their students. Team newsletters, Principal phone calls (weekly), Parent Portal available at parent request (unique password)

10/16/17	Counselors will train parents with the Power of Positive Parenting (Triple P) Seminar.	Complete 06/08/2018	Cynthia Parrish, Rachel Rogers	06/08/2018
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*Notes:* 3 Seminars are available based on need, but Triple P is the first.

10/12/18	Send home parent reports from i-Ready Diagnostic Assessments informing parents about student progress and skills/concepts that can be worked on at home.		Becky Gaffney	06/11/2019
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*Notes:*

10/15/18	Provide technology training for parents to better assist their child with curriculum and insruction at home.		Nala Sadler-Sherrill	06/11/2019
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*Notes:*