


## Comprehensive Progress Report

**Mission:** Every child, every day, do your best the eagle way.

**Vision:** Preparing students to be a positive part of their communities by doing their best.

**Goals:**

- Our EC subgroup will grow from 9% to 25% proficiency on the Reading and Mathematics End-of-Grade Tests by the year 2020.
- 70% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade reading test by the year 2020.
- 60% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade mathematics test by the year 2020.

 Activity in the last 12 months

! = 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>		(2017) We have established a PBIS team that has attended Module 1 training. This team consists of a wide range of professionals throughout the school. The PBIS team met over the summer to create a discipline system that involved the use of "STOP AND THINK" cards that created a system where students had ownership of their behavior and parent contact and consequences were built into the system. They also created a tiered matrix for teachers to refer to when deciding between a "STOP AND THINK" card and direct office referral. The PBIS team implemented the use of positive reward cards and a school store using the cards to purchase reward items. The PBIS team also created a common expectation matrix to be used by teachers when there is any question of what behaviors are expected in all common areas. In addition to this, expectations posters were also placed in common areas for students and teachers to refer to when necessary. The PBIS team created an acronym (E.A.G.L.E. P.R.I.D.E) to use as a character education teaching tool for each month of the school year.	Limited Development 09/18/2017		
<i>How it will look when fully met:</i>		When this objective is in full implementation students will be able to show responsibility, manage their emotions, solve problems creatively, respect others, communicate effectively, build relationships, negotiate fairly, refuse provocations, seek help, and act ethically. These behaviors will be explicitly taught and reinforced positively. Teachers will demonstrate "withitness" and approach behaviors proactively as opposed to reactively. Common expectations and language surrounding behavior will be used school-wide. These will be posted throughout the school as well as explicitly taught. The PBIS team will be trained in Tier level supports and will meet regularly to support staff in maintaining a positive behavior system with logical consequences. Examples of evidences for this indicator include: PBIS implementation checklist, PBIS self-assessment, office referral data, parent communication examples, examples of positive rewards, PBIS professional development PowerPoints, notes from module trainings, PBIS committee minutes, PBIS matrix, PBIS poster examples, character education information, and PBIS walkthrough data.		Holly Whisnant	06/01/2020
<i>Actions</i>			21 of 22 (95%)		
	10/8/17	The PBIS committee will conduct a parent survey about PBIS to allow parents the chance to provide feedback.	Complete 06/01/2018	Teresa Vreeland	06/01/2018
<i>Notes:</i>					

10/8/17	Our school will achieve full implementation of explicit instruction and use of the school-wide behavior matrix.	Complete 05/01/2018	Teresa Vreeland	06/01/2018
<i>Notes:</i>				
10/8/17	The Curriculum Committee will consult in teams and compile a list of ideas for academic incentives.	Complete 05/01/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i> All members of the Curriculum Committee will contribute to this action.				
10/8/17	The PBIS Committee will create a school PBIS website that will include behavior guidelines for parents and students.	Complete 05/01/2018	Teresa Vreeland	06/01/2018
<i>Notes:</i> Will upload link to website upon completion.				
10/8/17	The PBIS Committee will complete an audit of our school-wide PBIS implementation status.	Complete 05/01/2018	Teresa Vreeland	06/01/2018
<i>Notes:</i>				
9/20/18	Dana Tucker will provide professional development in PBIS for all staff.	Complete 08/17/2018	Dana Tucker	08/17/2018
<i>Notes:</i>				
9/20/18	Behavior data will be analyzed in the first quarter using the Educators Handbook program.	Complete 10/19/2018	Holly Whisnant	10/19/2018
<i>Notes:</i>				
9/20/18	All red card data will be entered in Educators Handbook for the first Quarter.	Complete 10/19/2018	Holly Whisnant	10/19/2018
<i>Notes:</i>				
9/10/18	Red card and office referral data will be reviewed into Educator's Handbook for the 1st Quarter.	Complete 10/19/2018	Holly Whisnant	10/19/2018
<i>Notes:</i>				
10/2/18	The PBIS Committee will conduct a bracelet fundraiser in October for Anti-Bullying to raise money for the school store.	Complete 10/31/2018	Ciera Wiggins	10/31/2018
<i>Notes:</i>				
11/5/18	1st quarter school store will be held November 6th-8th.	Complete 11/08/2018	Ciera Wiggins	11/08/2018
<i>Notes:</i>				
2/12/19	The PBIS team will add Communication Each Month to the Fairview Newsletter to Promote PBIS behaviors.	Complete 02/01/2019	Ciera Wiggins	02/01/2019
<i>Notes:</i>				
3/21/19	Problem solving and progress monitoring documents were distributed to teachers electronically.	Complete 02/04/2019	Eleanor Macaulay	02/04/2019
<i>Notes:</i>				

2/12/19	The PBIS committee will conduct will open the school store two day a week, each month. Students will help run and inventory the school store.	Complete 02/28/2019	Ciera Wiggins	02/28/2019
<i>Notes:</i>				
2/12/19	The PBIS team will gather ideas from teachers and staff in order to start implementing valuable incentives when staff complete specific PBIS tasks. We will monitor this by having staff add their names to PBIS tickets when given to students and by assigning specific PBIS related tasks.	Complete 04/01/2019	Ciera Wiggins	04/01/2019
<i>Notes:</i>				
2/12/19	The PBIS committee will make PBIS EAGLE PRIDE posters more visible around school to encourage common language and behaviors.	Complete 10/01/2019	Ciera Wiggins	05/01/2019
<i>Notes:</i>				
10/8/17	Our school will achieve full implementation of Tier I in PBIS.	Complete 10/01/2019	Ciera Wiggins	06/01/2019
<i>Notes:</i>				
10/8/17	Our school will have achieved full implementation of a PBIS school store.	Complete 05/01/2018	Holly Whisnant	06/01/2019
<i>Notes:</i>				
10/8/17	Our school will achieve full-implementation of positive reward tickets.	Complete 06/01/2019	Ciera Wiggins	06/01/2019
<i>Notes:</i>				
10/8/17	Our school will achieve full implementation of character education. A new character trait will be taught each month according to our school acronym, EAGLE PRIDE.	Complete 05/01/2018	Teresa Vreeland	06/01/2019
<i>Notes:</i> Will upload the character education document upon completion.				
10/1/19	PBIS training will be provided for the PBIS Committee.	Complete 10/01/2019	Jessica Wheatley	06/01/2019
<i>Notes:</i>				
10/8/19	Beginning teachers will attend Amie Dean training.		Eleanor Macaulay	11/08/2019
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension A - Instructional Excellence and Alignment</b>
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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>		(2017) When our state transitioned to the Common Core and Essential Standards, teachers participated in a curriculum alignment for ELA, Math, Science, and Social Studies. For the past four years the staff at Fairview has been evaluating core instruction. After giving the DIBELS assessment we noticed our students really struggled with nonsense word fluency. We addressed this by training teachers in the Foundations program. Our TRC levels were below the 80% proficiency expectation so we began cross class and cross grade level grouping for guided reading. Our county purchased the Investigations and Connected Math programs. TERC training was provided for all K-5 teachers to define best practices in math instruction. Instructors modeled research based activities and coached teachers to incorporate the activities into their instruction. All math and science teachers attended collaborative sessions to review math standards, analyze gaps, and create pacing guides. In addition they created materials, lessons and assessments aligned to the Investigations program. Our PE staff met to create a K-8 pacing guide in PE and health. They restructured their time, materials, and types of units based on a modified schedule to ensure a more safe environment and reduce discipline referrals. Curriculum committee researched, created and presented tier II vocabulary information to all teachers. Grade level vocabulary lists were created, and all staff embraced this as a goal into their PDP.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>		When this objective is fully met, all state standards will be woven into units of instruction with vertical and horizontal alignment, including summative and formative assessments to support differentiated instruction and ensure alignment of instruction to standards. Units will be planned, recorded and revised using a systemic process with effective PLCs on a common template. Some examples of evidences include: Pacing guides, tier II vocabulary lists, professional development handouts, PLC summaries, unit plan templates, and samples of research-based summative and formative assessments.		Eleanor Macaulay	06/01/2020
<i>Actions</i>			<b>7 of 9 (78%)</b>		
	10/17/17	All mathematics teachers will attend Star Math Training on 10/20/17. They will learn how to use the data provided from the assessment to guide their instruction in mathematics. They will also use the data to provide targeted interventions.	Complete 10/23/2017	Eleanor Macaulay	10/23/2017

<i>Notes:</i>				
10/8/17	Health teachers will complete an inventory in their team to determine where they are in the process of creating units of instruction.	Complete 10/23/2017	Eleanor Macaulay	11/01/2017
<i>Notes:</i>				
10/17/17	Fundations observations will occur periodically to ensure that we are continuing to teach Fundations with fidelity in grades K-3. Extra support will be given to new teachers.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
10/8/17	The Curriculum Committee will provide support and training for Tier II vocabulary instruction during departmental meetings.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
10/8/17	Our leadership team will continue to provide support of work done this summer in implementing the use of Investigations school-wide.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
10/8/17	Math teachers will complete an inventory in teams to determine where they are in the process of creating units of instruction with Investigations.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
9/20/18	The math and literacy committee will meet in September and discuss their goals for the year.	Complete 09/11/2018	Committee Chairs	09/11/2018
<i>Notes:</i>				
10/8/17	K-4 teachers will create shared units for ELA.		Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
10/8/17	5-8 will develop strategies for reading in the content areas.		Eleanor Macaulay	06/01/2020
<i>Notes:</i>				

	A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	(2018) With changes being made this year to current Common Core State standards, pacing guides have been updated. Teachers will be required this year to post "I Can Statements" to their lesson plans and visibly post them in their classroom. The purpose of this is to ensure that all activities taught correlate to state standards. K-3 teachers received training in implementation of a 90-minute literacy block and schedules have been adjusted to support this initiative. In addition, 4-8 teachers have received training with SIMS (Strategic Instruction Model Strategies). All teachers have had training in Star Math, a universal screening tool for math. The data from this assessment will be used to drive instruction in the classroom. Our school has also maintained fidelity with the Foundations program. Many teachers also added aligned instruction as a goal in their PDP (Professional Development Plan).	Limited Development 08/24/2018			
<b>How it will look when fully met:</b>	When this goal is fully met vertically aligned unit plans will be established across all grade levels. These unit plans will include specific learning activities aligned to the objectives. Teachers will work together to create these units and discuss which activities best meet the objectives. These activities will include an essential question, a learning objective, activities, and an assignment that is targeted to each student's level of mastery. Teachers will plan together, share learning activities, and use levels of mastery to determine which activities are best for the students they have. Evidences of this objective being fully met include pacing guides, unit plans, and lesson plans.		Eleanor Macaulay	06/01/2021	
<b>Actions</b>		<b>3 of 4 (75%)</b>			
9/9/18	K-3 Teachers will establish a 90-minute literacy block.	Complete 06/01/2019	Eleanor Macaulay	06/01/2019	
<i>Notes:</i>					
9/9/18	All teachers will post "I Can" statements visibly in their classroom that show which learning objectives they are targeting each day.	Complete 06/01/2019	Eleanor Macaulay	06/01/2019	
<i>Notes:</i>					
9/9/18	All teachers will add "I Can" statements into their lesson plans.	Complete 06/01/2019	Eleanor Macaulay	06/01/2019	
<i>Notes:</i>					
10/8/19	K-8 teachers will implement new NC reading standards into instruction.		Pam Martin	06/01/2020	
<i>Notes:</i>					

	A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		(2018) This year we have implemented the use of "I Can" statements that will be both posted in classrooms and included in lesson plans. Some grade levels have implemented a Parent Information Night where they share information about standards, curriculum, and other information that will help them understand what their child will be expected to accomplish in the coming year. In 2017, we trained teachers and implemented Tier II vocabulary into daily classroom instruction. This instruction is both explicit and practiced daily. Teachers at our school ensure that their teaching is aligned to state standards and this is reflected in classroom observations by administration.	Limited Development 08/24/2018		
<i>How it will look when fully met:</i>		When this objective is fully implemented ALL teachers and ALL students will have a clear understanding of state standards. Teachers AND parents will understand the standards, curriculum, and the basics of brain development that will allow them to support their child in the learning experience. Teacher will focus on a conceptual understanding of vocabulary as well as rich reading, writing, and memorization. Teachers will explicitly model and instruct students in reading strategies during independent reading. Teacher will promote Cognitive Competency in teaching reading AND writing in complimentary ways. Evidence of full implementation will include vocabulary lists, pacing guides, lesson plans, parent night presentations.		Eleanor Macaulay	06/02/2021
<b>Actions</b>			<b>3 of 4 (75%)</b>		
9/10/18	Pacing guides will be updated to reflect amendments to state standards.	Complete 08/28/2018	Eleanor Macaulay	08/28/2018	
<i>Notes:</i>					
9/10/18	All teachers will include Tier II vocabulary instruction in their weekly lesson plans.	Complete 10/01/2019	Eleanor Macaulay	06/01/2019	
<i>Notes:</i>					
9/10/18	Teachers will post "I Can" statements in the classroom and include them in their lesson plans.	Complete 06/01/2019	Eleanor Macaulay	06/01/2019	
<i>Notes:</i>					
10/8/19	K-8 teachers will implement new NC reading standards into instruction.		Eleanor Macaulay	06/01/2020	



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>		(2016) Fairview has created a master schedule that incorporates an intervention time for all students. Students are receiving core and more during the instructional day. Our school has a system in place where grade level teams look at individual students. Teachers identify research-based strategies and progress monitor student growth. Fairview will continue to make adjustments to the master schedule and exam core instruction to make sure 80% of our students are performing to mastery. We will be looking at research-based interventions to make sure we are meeting the needs of our tier 2 and tier 3 students.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		When this objective is fully met we will see a reduction in the disproportionality of special education referrals. Grade level teams will meet regularly to discuss interventions and the use of research-based strategies that intensify and tailor instruction in a way that meets individual student needs. Students in the tier process will receive intervention in addition to core instruction. Special Education teachers and General Education teachers will collaborate to coordinate instruction occurring within the tiers to maximize effectiveness of interventions. Our MTSS leadership team also will meet regularly to ensure that classroom teachers are implementing effective teaching practices and alignment and provide support in the tier process. Evidences of full implementation include: MTSS team minutes, self-assessment data, research-based intervention samples, intervention schedules, and benchmark/ assessment data.		Eleanor Macaulay	06/01/2020
<i>Actions</i>			<b>9 of 16 (56%)</b>		
	3/21/19	Problem solving and progress monitoring documents were distributed to teachers electronically.	Complete 02/04/2019	Eleanor Macaulay	02/04/2019
<i>Notes:</i>					
	11/12/18	K-3 teachers will work with the MTSS team to complete the CORE instruction inventory for Literacy. The MTSS team will review these at our next scheduled meeting.	Complete 03/08/2019	Eleanor Macaulay	03/06/2019
<i>Notes:</i>					

4/1/19	MTSS Leadership Team will meet with Adam Holt and Kelly Doppke to complete the FAM-S.	Complete 04/01/2019	Eleanor Macaulay	04/01/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend Module 2 training provided by the county office on 9/09/2019.	Complete 09/09/2019	Eleanor Macaulay	09/09/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend module 2 training on 09/17/2019.	Complete 09/17/2019	Eleanor Macaulay	09/17/2019
<i>Notes:</i>				
9/16/19	ELA MTSS team will attend module 2 training at the county office on 10/28/2019.		Eleanor Macaulay	10/28/2019
<i>Notes:</i>				
3/21/19	CORE inventory will be completed in grade level teams for Mathematics.		Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
9/16/19	Math MTSS team will attend module 2 training at the county office on 10/21/2019.		Eleanor Macaulay	10/21/2020
<i>Notes:</i>				

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		(2016) The LEA has a County Office Leadership Team (COLT) made up of curriculum leaders, directors, Associate Superintendent, and Superintendent. The COLT is responsible for developing and implementing district initiatives and supporting individual school improvement at the district level. The Jackson County central office provides each school with an assigned district liaison to serve the school. This liaison is also a member of the school improvement team.	Full Implementation 02/12/2019		

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>		(2016) Budget constraints limit professional development significantly. The district office as well as Fairview conduct surveys to identify professional development needs. Our district attends a multi-district professional development day held at Cherokee Central Schools. Continual emphasis on aligning professional development with school needs is necessary.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>		When this objective is fully implemented, the BLT/SIT will be functioning as a high performing PLC utilizing a variety of data to determine the distribution of resources and professional development needs.		Eleanor Macaulay	06/07/2020
<b>Actions</b>			<b>24 of 28 (86%)</b>		
	9/10/18	K-3 teachers will attend 90-Minute Literacy Block training the week of 7/16/2018 to 7/18/2018. Title I funds were used to pay for subsequent meeting days for teachers.	Complete 07/18/2018	Eleanor Macaulay	07/18/2018
<i>Notes:</i>					
	9/10/18	Adam Holt will meet with all classroom teachers to discuss 2017-2018 performance data.	Complete 08/28/2018	Eleanor Macaulay	08/28/2018
<i>Notes:</i>					
	9/10/18	Adam Holt will meet with all faculty on 9/4/18 to discuss 2017-2018 data and our school report card data.	Complete 09/04/2018	Eleanor Macaulay	09/04/2018
<i>Notes:</i>					
	9/20/18	Committees will meet in September and report to Eleanor Macaulay with professional development needs.	Complete 10/11/2018	Eleanor Macaulay	09/11/2018
<i>Notes:</i>					
	9/20/18	A group of teachers will attend training with Ralph Fletcher on September 20th.	Complete 09/20/2018	Eleanor Macaulay	09/20/2018
<i>Notes:</i>					
	9/10/18	BOY mCLASS assessments will be completed by September 21st.	Complete 10/01/2018	Holly Whisnant	09/21/2018
<i>Notes:</i>					
	9/20/18	First observations will be completed for all licensed teachers.	Complete 10/01/2018	Holly Whisnant	10/01/2018
<i>Notes:</i>					

9/10/18	The MTSS Leadership Team will create 3 SMART goals that are related to EOG data and expected growth information.	Complete 10/01/2018	Eleanor Macaulay	10/01/2018
	<i>Notes:</i> Comprehensive report from 2018-2019 will serve as evidence of completion.			
9/10/18	BOY Star Math Assessments will be completed by October 10th.	Complete 10/03/2018	Holly Whisnant	10/03/2018
	<i>Notes:</i>			
9/20/18	Classroom teachers will attend CREW professional development on October 4th.	Complete 10/04/2018	Eleanor Macaulay	10/04/2018
	<i>Notes:</i>			
11/5/18	Kathee Jones will lead a K-3 non-fiction writing PLC.	Complete 10/23/2018	Kathee Jones	10/23/2018
	<i>Notes:</i>			
10/9/18	All math teachers grades 3-8 will attend training at NCAAT on October 30th. Title I funds were used to pay for substitutes on this day.	Complete 10/30/2018	Eleanor Macaulay	10/30/2018
	<i>Notes:</i>			
11/6/18	NC Check-Ins will be completed by 11/20/2018.	Complete 11/20/2018	Holly Whisnant	11/20/2018
	<i>Notes:</i>			
11/5/18	PLC training for all certified staff provided by Brent Speckhardt and Jake Buchanan at Fairview in media center.	Complete 11/27/2018	Eleanor Macaulay	11/27/2018
	<i>Notes:</i>			
11/5/18	Professional Development – Word Mapping/Paraphrasing and Summarizing	Complete 12/18/2018	Eleanor Macaulay	12/18/2018
	<i>Notes:</i>			
3/21/19	K-8 math teachers will attend training sessions with Bonnie Bolado on 3/27/19	Complete 03/27/2019	Eleanor Macaulay	03/27/2019
	<i>Notes:</i>			
4/1/19	5-8 ELA teachers will attend Inference SIMS strategy training form 1:00-4:00.	Complete 04/02/2019	Kathee Jones	04/02/2019
	<i>Notes:</i>			
4/1/19	Vyanne Fisher and Kathee Jones will attend word mapping SIMS strategy training from 1:00-4:00	Complete 04/03/2019	Kathee Jones	04/03/2019
	<i>Notes:</i>			
4/1/19	K-3 teachers and Kathee Jones will attend Sentence Writing SIMS strategy training from 9:00-12:00.	Complete 04/03/2019	Kathee Jones	04/03/2019
	<i>Notes:</i>			
3/21/19	NC-Check Ins will be completed on April 1-2, 2019	Complete 04/05/2019	Holly Whisnant	04/05/2019

<i>Notes:</i>				
3/21/19	K-8 teachers will attend a Number Talks training session with Bonnie Bolado on 04/23/2019.	Complete 04/23/2019	Eleanor Macaulay	04/23/2019
<i>Notes:</i>				
10/8/19	K-8 teachers will attend iReady training. K-3 teachers will attend iStation training.	Complete 08/14/2019	Holly Whisnant	08/14/2019
<i>Notes:</i>				
9/16/19	K-8 teachers will attend meeting with Bonnie Bolado on 9-5-2019.	Complete 09/05/2019	Eleanor Macaulay	09/05/2019
<i>Notes:</i>				
10/8/19	Adam Holt will meet with all classroom teachers to discuss 2018-219 performance data.	Complete 09/25/2019	Eleanor Macaulay	09/25/2019
<i>Notes:</i>				
9/16/19	K-8 teachers will meet with Bonnie Bolado on 10-15-2019.		Eleanor Macaulay	10/15/2019
<i>Notes:</i>				
10/8/19	K-8 will attend iReady training for progress monitoring.		Holly Whisnant	10/18/2019
<i>Notes:</i>				
10/8/19	K-8 teachers will attend literacy training with Kathee Jones.		Kathee Jones	10/31/2019
<i>Notes:</i>				
9/16/19	K-8 teachers will attend meeting with Bonnie Bolado on 12-11-2019.		Eleanor Macaulay	12/11/2019
<i>Notes:</i>				