

**Fulton County Schools  
School Improvement Plan  
2009-2012**

School Dolvin Elementary

Principal Marie Shelton

What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # <u>1</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
					Improve student proficiency in vocabulary of all students	All students	980	100%	<ul style="list-style-type: none"> <li>Grade 3 students' performance scores in vocabulary on ITBS</li> <li>Grade 5 students' performance scores in vocabulary on ITBS</li> </ul>
					85.00	80.00	82.00	84.00	86.00

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Grade 1	Grade Level Chairperson	Monthly
<ul style="list-style-type: none"> <li>Monthly vocabulary test scores by student and teacher with class average</li> </ul>		
Grade 2	Grade Level Chairperson	Bi-monthly
<ul style="list-style-type: none"> <li>Bi-monthly context clue assessment</li> </ul>		
Grade 3	Grade Level Chairperson	Monthly
<ul style="list-style-type: none"> <li>Weekly vocabulary test score by student and teacher with class average</li> <li>Bi-monthly context clue assessment</li> </ul>		Bi-monthly
Grade 4	Grade Level Chairperson	Monthly
<ul style="list-style-type: none"> <li>Weekly context clue assessment by student and teacher with class average</li> <li>Weekly vocabulary test scores by student and teacher with class average</li> </ul>		Monthly
Grade 5	Grade Level Chairperson	Bi-monthly
<ul style="list-style-type: none"> <li>Bi-monthly context clue assessment</li> <li>Monthly vocabulary test</li> </ul>		Monthly

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**Interim Data Collected – Mid-Year Update**

- **Grade 1 Monthly Vocabulary Scores**  
89% Grade Level Average  
80% of students score at or above 80%
- **Grade 2 Bi-Monthly Vocabulary/Context Clue Scores**  
84% Grade Level Average  
82% of students score at or above 80%
- **Grade 3 Weekly Vocabulary Scores**  
89% Grade Level Average  
80% of students score at or above 82%
- **Grade 3 Bi-Monthly Context Clue Scores**  
86% Grade Level Average  
77% of students score at or above 82%
- **Grade 4 Weekly Vocabulary Scores**  
86% Grade Level Average  
71% of students score at or above 82%
- **Grade 4 Weekly Context Clue Scores**  
91% Grade Level Average  
84% of students score at or above 82%
- **Grade 5 Monthly Vocabulary Scores**  
92% Grade Level Average  
92% of students score at or above 82%
- **Grade 5 Bi-Monthly Context Clue Scores**  
81% Grade Level Average  
43% of students score at or above 82%



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<ul style="list-style-type: none"> <li>Teachers will integrate and teach the eight context clue strategies in small and whole group lessons.</li> <li>Teachers will collaborate monthly to review student and class data to make instructional decision and to foster best practices.</li> <li>Teachers will conduct a minimum of one interactive vocabulary activity per week utilizing ActivBoards.</li> <li>Teachers will be trained to utilize Lee Jenkins; methods of knowledge retention.</li> </ul>	<p>Teachers</p> <p>CST</p>	<p>Context clue posters</p>
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<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>Lessons and assessments addressed synonyms, homonyms, antonyms, multiple meaning words and context clues.</li> <li>Vocabulary word maps were utilized during reading groups to provide discussion of unfamiliar words.</li> <li>ActivBoards have been installed in all homerooms (grades 1-5) and all TAG classes. Each teacher provides one interactive lesson weekly to increase student engagement.</li> <li>All teachers have been trained for utilization of methods for knowledge retention.</li> </ul>
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<p><b>Actions Taken – End of Year Report</b></p>
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What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>Teachers will provide unit letters describing the focus skills of each unit.</li> <li>Teachers will provide parents the focus vocabulary words for each unit.</li> <li>Parents will receive a context clue strategy list that will provide strategies for assisting students determine the meaning of an unfamiliar word.</li> <li>Monthly updates will be provided in classroom newsletters.</li> <li>ESOL Parent Liaison will host informational meetings in Korean and Spanish.</li> <li>Each One Teach One volunteers will provide support to individual students.</li> </ul>	<p>Grade Level Teachers</p> <p>ESOL Parent Liaison CST</p>	

<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>Vocabulary words and skills were included in homework and monthly newsletters to keep parents informed and involved. Students who receive at home support and reinforcement show the greatest improvement.</li> <li>Parents were notified if vocabulary average was 75% or below.</li> <li>An ITBS informational meeting explained results and improvement opportunities.</li> <li>Monthly curriculum newsletters informed parents of standards and areas of focus.</li> </ul>
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What is a priority area for improving <b>Student Achievement</b> at your school? (Include no more than five, complete one form per objective.)		
What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?		
<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
ActivBoards will be purchased and installed in all grade 1-5 and TAG classrooms.	Principal, Technology Specialist	Donations
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• Administrators began walkthroughs to assess implementation of instruction.</li> <li>• ActivBoards were installed in all homerooms (Grades 1-5) and TAG classrooms.</li> <li>• Supplemental instructional support materials were purchased to facilitate development of vocabulary lessons.</li> </ul>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p><b>Mid-Year Summary</b></p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <ul style="list-style-type: none"> <li>• Vocabulary and Context Scores indicate students are learning and retaining new vocabulary. Emphasis will continue with synonyms, homonyms, antonyms, multiple meaning words and context clues.</li> </ul>		
<p>Additional action to be taken during remainder of this school year:</p> <ul style="list-style-type: none"> <li>• Emphasis will continue with synonyms, homonyms, antonyms, multiple meaning words and context clues. More difficult vocabulary will be utilized and will be used in all content areas.</li> </ul>		
<p><b>End of Year Summary</b></p>		
<p>Overall Conclusions regarding this Objective:</p>		
<p>Future Steps to Address this Objective:</p>		

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # <u>2</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student proficiency in reading of all students	All students	980	100%	• % of Kindergarten students at or above Rigby Starter Level 5		N/A	15.00	16.00	17.00
				• % of Grade 1 students scoring Level 3 in reading on CRCT	66.00	56.00	70.00	75.00	80.00
				• % of Grade 2 students scoring Level 3 in reading on CRCT	75.00	86.00	87.00	88.00	90.00
				• Grade 3 students' performance scores in reading comprehension on ITBS	83.00	84.00	86.00	88.00	90.00
				• % of Grade 4 students scoring Level 3 in reading on CRCT	59.00	69.00	71.00	73.00	75.00
				• Grade 5 students' performance scores in reading comprehension on ITBS	82.00	80.00	82.00	84.00	86.00
				• % of IRR (1-5) students scoring Level 2 or 3 in reading on CTCT	82.00	83.00	84.00	85.00	86.00

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Kindergarten • Running record scores in August, January and April	Grade Level Chairperson	3 / year
Grade 1 • Weekly comprehension assessments	Grade Level Chairperson	Weekly
Grade 2 • Bi-monthly comprehension assessments • Checkpoints	Grade Level Chairperson	Bi-monthly 2 weeks; 18 weeks; 27 weeks; 36 weeks
	Grade Level Chairperson	

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<p>Grade 3-5</p> <ul style="list-style-type: none"> <li>• Monthly comprehension</li> <li>• Checkpoints</li> <li>• AR Comprehension tests</li> </ul>		<p>Monthly 2 weeks; 18 weeks; 27 weeks; 36 weeks Monthly</p>
<p><b>Interim Data Collected – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• Kindergarten – Running Record Scores 30% score at or above Rigby Starter Level 5</li> <li>• Grade 1 – Weekly Comprehension Score 90% Grade Level Average 82% of students score at or above 85%</li> <li>• Grade 2 – Bi-Monthly Comprehension Score 83% Grade Level Average 64% of students score at or above 85%</li> <li>• Grade 3 – Monthly Comprehension Score 89% Grade Level Average 80% of students score at or above 85%</li> <li>• Grade 3 – Accelerated Reader Comprehension 83% Grade Level Average 69% of students score at or above 85%</li> <li>• Grade 4 – Monthly Comprehension Score 90% Grade Level Average 86% of students score at or above 85%</li> <li>• Grade 4 – Accelerated Reader Comprehension 81% Grade Level Average 67% of students score at or above 85%</li> </ul>		

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- Grade 5 – Monthly Comprehension Score  
87% Grade Level Average  
73% of students score at or above 85%
- Grade 5 – Accelerated Reader Comprehension  
84% Grade Level Average  
74% of students score at or above 85%
- Checkpoints Scores (2<sup>nd</sup> Week) % Correct  
Grade 2: N/A  
Grade 3: 67% (Cluster Average 64%, FC 55%)  
Grade 4: 67% (Cluster Average 64%, FC 54%)  
Grade 5: 73% (Cluster Average 73%, FC 61%)
- Checkpoints Scores (18 Week) % Correct  
Grade 2: 74% (Cluster Average 75%, FC 68%)  
Grade 3: 78% (Cluster Average 77%, FC 69%)  
Grade 4: 78% (Cluster Average 76%, FC 68%)  
Grade 5: 73% (cluster Average 71%, FC 69%)
- ITBS Reading Comprehension for Grade 3  
83% (Goal 86%)
- ITBS Reading Comprehension for Grade 5  
82% (Goal 82%)

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Kindergarten <ul style="list-style-type: none"> <li>• Teachers will update skill lessons and comprehension rubric to emphasize reading strategies.</li> <li>• On Early Release Days, teachers will receive training on differentiated instruction and Lexile measurement.</li> </ul>	Grade Level Chairperson  CST  Grade Level Teachers	



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<ul style="list-style-type: none"> <li>Monthly newsletters will provide ongoing instructional information and parent involvement opportunities/strategies.</li> <li>ESOL Parent Liaison will provide informational meetings in Korean and Spanish.</li> <li>Each One Teach One volunteers will provide skill lessons to individual students.</li> <li>Parents will be provided access to the CRCT On-Line Assessment System for practice at home.</li> </ul>	ESOL Liaison CST Teachers/CST	Budget Position
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>Parents have been provided user IDs and passwords for CRCT On-line Assessment System.</li> <li>Volunteers provide support for individual students.</li> <li>Reading Extravaganza provided an evening focusing on reading.</li> <li>Lunch Bunch book clubs provided additional reading support in grades four and five.</li> <li>An ITBS informational meeting explained results and improvement opportunities.</li> </ul>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p>What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?</p>		
<p align="center"><b>Implementation Plan for 2009-10</b></p>	<p align="center"><b>Position Responsible</b></p>	<p align="center"><b>Budget/Resources</b></p>
<ul style="list-style-type: none"> <li>An additional server will be acquired to enable use of supplemental technology support.</li> <li>Testing materials will be acquired to allow ongoing measure of Lexile growth.</li> <li>Administrators will conduct three walk-throughs per week to assess standards-based instruction and student engagement in learning.</li> </ul>	Technology Specialist Technology Specialist / CST Principal / Asst. Principal / CST	
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>Software was purchased to allow Lexile determination of reading materials.</li> <li>ActivBoards have been installed in all homerooms (1-5) and TAG classrooms.</li> <li>Administrators conduct walkthroughs to assess instructional effectiveness and student engagement.</li> </ul>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p><b>Mid-Year Summary</b></p>		
<p>Preliminary conclusions regarding progress on this objective:</p> <ul style="list-style-type: none"> <li>Checkpoint scores match or exceed cluster averages. Teachers are developing plans to address weaknesses.</li> <li>Grade level assessments indicate increase in student achievement.</li> </ul>		

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Additional action to be taken during remainder of this school year: <ul style="list-style-type: none"> <li>• Grade levels will expand morning tutorials and use of volunteers.</li> <li>• Lexile levels for comprehension tests will be determined.</li> <li>• Additional strategies will be used for ESOL and IRR students.</li> <li>• Students will be grouped by Lexile range to address specific skills.</li> </ul>
<b><i>End of Year Summary</i></b>
Overall Conclusions regarding this Objective:
Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # <u>3</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student proficiency in math of all students	All students	980	100%	• % of Grade 1 students scoring Level 3 in math on CRCT	72.00	68.00	72.00	74.00	76.00
				• % of Grade 2 students scoring Level 3 on CRCT	58.00	74.00	76.00	78.00	80.00
				• % of Grade 3 students scoring Level 3 on CRCT	70.00	69.00	71.00	73.00	75.00
				• % of Grade 4 students scoring Level 3 on CRCT	57.00	66.00	68.00	70.00	72.00
				• % of Grade 5 students scoring Level 3 on CRCT	64.00	78.00	80.00	82.00	84.00
				• % of IRR students scoring Level 2 or 3 on CRCT	66.00	62.00	64.00	66.00	68.00

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
Grade 1	Grade Level Chairperson	Bi-monthly
<ul style="list-style-type: none"> <li>• Bi-monthly math assessments</li> </ul>		
Grade 2-5	Grade Level Chairperson	Bi-monthly
<ul style="list-style-type: none"> <li>• Bi-monthly math assessments</li> <li>• Checkpoints</li> </ul>		2 weeks; 18 weeks; 27 weeks; 36 weeks
Grades 3 and 5	CST	October
<ul style="list-style-type: none"> <li>• ITBS scores</li> </ul>		

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**Interim Data Collected – Mid-Year Update**

- **Grade 1 – Bi-Monthly Assessment Score**  
91% Grade Level Average  
86% of students score at or above 85%
- **Grade 2 – Bi-Monthly Assessment Score**  
76% Grade Level Average  
26% of students score at or above 85%
- **Grade 3 – Bi-Monthly Assessment Score**  
83% Grade Level Average  
66% of students score at or above 85%
- **Grade 4 – Bi-Monthly Assessment Score**  
81% Grade Level Average  
64% of students score at or above 85%
- **Grade 5 – Bi-Monthly Assessment Score**  
84% Grade Level Average  
51% of students score at or above 85%
- **Checkpoints Scores (2<sup>nd</sup> Week) % Correct**  
Grade 2: N/A  
Grade 3: 52% (Cluster Average 51%, FC 42%)  
Grade 4: 53% (Cluster Average 51%, FC 42%)  
Grade 5: 49% (Cluster Average 47%, FC 38%)
- **Checkpoints Scores (18 Week) % Correct**  
Grade 2: 56% (Cluster Average 56%, FC 46%)  
Grade 3: 65% (Cluster Average 62%, FC 52%)  
Grade 4: 57% (Cluster Average 55%, FC 47%)  
Grade 5: 64% (Cluster Average 63%, FC 52%)



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- **ActivBoards have been installed in all grade 1-5 homerooms and TAG classes to increase student engagement, and all teachers present one interactive lesson daily.**

**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>• Parents will receive unit letters that describe focus skills for each unit.</li> <li>• Monthly newsletters will provide ongoing instructional information and parent involvement opportunities/strategies.</li> <li>• ESOL Parent Liaison will provide informational meetings in Korean and Spanish.</li> <li>• Each One Teach One volunteers will provide skill lessons to individual students.</li> <li>• Parents will be provided access to the CRCT On-Line Assessment System for practice at home.</li> <li>• Administrators will conduct three walkthroughs per week to assess standards-based instruction and student engagement in learning.</li> </ul>	Teachers Teachers  ESOL Liaison CST CST / Teachers  Principal/Asst. Principal/CST	Budget Position

**Actions Taken – Mid-Year Update**

- **Parents have been provided user IDs and passwords for CRCT On-Line Assessment System.**
- **Volunteers provide support for individual students.**
- **Monthly curriculum letters inform parents of standards, activities and website.**
- **An ITBS informational meeting explained results and improvement opportunities.**

**Actions Taken – End of Year Report**

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
ActivBoards will be purchase and installed in all grades 1-5 and TAG classrooms.	Principal/Technology Specialist	Donations

**Actions Taken – Mid-Year Update**

- **ActivBoards have been installed in all homerooms (1-5) and TAG classrooms.**
- **Administrators conduct walkthroughs to assess instructional effectiveness and student engagement.**
- **CST provided training to teachers for the use of data to guide instruction.**

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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

**Mid-Year Summary**

Preliminary conclusions regarding progress on this objective:

- Checkpoint scores match or exceed cluster averages. Teachers are developing plans to address weaknesses.
- Grade level assessments indicate increase in student achievement.
- Grade level planning ensures pacing is appropriate and consistent
- Use of common grade level assessments ensures that grade comparisons are possible.

Additional action to be taken during remainder of this school year:

- Grade levels will expand morning tutorials and use of volunteers.
- Additional strategies will be used for ESOL and IRR students.
- Leadership discussions will foster use of data for instructional improvement.
- Leadership discussions and Informal Collaboration will ensure best practices are shared within and across grade levels.

**End of Year Summary**

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # <u>4</u>	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve student proficiency in writing of all students	All students	980	100%	• % of Grade 3 students scoring Do Not Meet on the Conventions/ Informational Writing for the Georgia Writing Assessment	43.00	32.00	30.00	28.00	26.00
				• %of Grade 3 students scoring Do Not Meet on the Conventions/ Persuasive Writing for the Georgia Writing Assessment	31.00	15.00	13.00	11.00	9.00
				• % of Grade 4 students scoring Meets or Exceeds on three or more grade level portfolio assessments	74.00	78.00	80.00	82.00	84.00
				• % of Grade 5 students Exceeding Expectations on the Georgia Writing Assessments	36.00	34.00	36.00	38.00	40.00
				• % of IRR students (K-5) scoring Meets or Exceeds on three or more grade level portfolio assessments	34.00	52.00	54.00	56.00	58.00

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
• Summative prompt scores for each type of writing (K-5)	Grade Level Chairperson	6 weeks

**Interim Data Collected – Mid-Year Update**

- Kindergarten  
70% of students meeting or exceeding expectations on summative writing prompts.
- Grade 1  
88% of students meeting or exceeding expectations on summative writing prompts.

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- Grade 2  
20% of students scoring Do Not Meet on Conventions for Informational Writing.  
14% of students scoring Do Not Meet on Conventions for Persuasive Writing.
- Grade 3  
31% of students scoring Do Not Meet on Conventions for Informational Writing.
- Grade 4  
45% of students scoring Meets or Exceeds on two or more grade level portfolio assessments.
- Grade 5  
31% of students scoring Exceeds on two or more grade level portfolio assessments.
- IRR  
54% of IRR students (K-5) scoring Meets or Exceeds on two or more grade level portfolio assessments

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Grade K-5 <ul style="list-style-type: none"> <li>• Teachers will administer writing prompts and will use data to develop instructional plans to address areas of need prior to summative assessments.</li> <li>• Teachers will conference with students during the revising / editing process</li> <li>• Teachers will receive training and support to review prompts, rubrics and skill lessons.</li> <li>• Teachers will differentiate instruction to provide support for advanced writers.</li> </ul>	Teachers	
Actions Taken – Mid-Year Update <ul style="list-style-type: none"> <li>• Teachers have begun flexible groupings for skill instruction.</li> <li>• Rubrics and prompts have been revised to align to state standards.</li> <li>• Skill lessons have been developed to address specific needs.</li> <li>• Teachers have conferenced with individuals and small groups to maximize growth.</li> </ul>		
Actions Taken – End of Year Report		

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What initiatives/improvements will be implemented in the area of <b>Stakeholder Involvement</b> to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<ul style="list-style-type: none"> <li>Parents will receive unit letters that describe focus skills for each unit.</li> <li>Monthly newsletters will provide ongoing instructional information and parent involvement opportunities/strategies.</li> <li>ESOL Parent Liaison will provide informational meetings in Korean and Spanish.</li> </ul>	Teachers Teachers  ESOL Liaison	Budget Position
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>ESOL Parent Liaison has hosted informational meetings to develop understanding and support.</li> <li>Teachers have held writing conferences with parents to foster understanding of rubrics, prompts and scoring.</li> <li>Monthly curriculum newsletters provided parents with information regarding types of writing.</li> <li>Parents are notified of each writing prompt score with strength and weaknesses.</li> </ul>		
<p><b>Actions Taken – End of Year Report</b></p>		
What initiatives/improvements will be implemented in the area of <b>School Management</b> to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p><b>Actions Taken – Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>ActivBoards have been installed in all homerooms (1-5). Staff training has been provided for shared writing lessons.</li> <li>Administrators began walkthroughs to assess implementation of instruction.</li> <li>Leadership discussions have fostered the use of data for skill lesson development and implementation.</li> <li>Leadership discussions and Informal Collaboration ensured best practices have been shared within and across grade levels.</li> <li>CST provided training for grading team to ensure writing scores were reliable.</li> </ul>		

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**Actions Taken – End of Year Report**

**Mid-Year Summary**

Preliminary conclusions regarding progress on this objective:

- Students demonstrate growth in writing at all levels. Alignment of goals in grades two and three foster ongoing understanding by students and parents and facilitate continuous improvement.
- Comparing and sharing the data from all teachers at a grade level fosters discussions and sharing of practices to enhance learning.

Additional action to be taken during remainder of this school year:

- Teachers in grades 3 and 5 will have writing conferences with students to delineate strengths and weaknesses.
- Skill lessons will be developed to help students exceed expectations.
- ActivBoard lessons will allow for shared writing and for practice editing and revising grade level writing.

**End of Year Summary**

Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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