

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

**INTERIM REPORT**

School: Northwood Elementary

Principal: Sheila Michael

What is a priority area for improving **Student Achievement** at your school?

Objective # 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
<b>Improve student achievement in READING</b>	Grades 3-5	370/728	51%	Increase % of students in grades 3-5 scoring at Level 3 "Exceeding Expectations" on Reading CRCT	57%	56%	58%	60%	62%
	Grades 3-5	370/728	51%	Decrease % of students in grades 3-5 scoring at Level 1 "Not Meeting Expectations" on Reading CRCT	2%	3%	2%	1%	1%
	Grades 1-5 Special Ed	66/728	9.1%	Increase % of Special Ed students in grades 1-5 scoring at Level 2 or 3 "Meets" or "Exceeds Expectations" on Reading CRCT	87%	76%	80%	82%	84%

**A. 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
Checkpoints benchmark assessment data ITBS results for grades 3 & 5 Scholastic Reading Inventory scores - % of students at "Below Basic" Level (lowest of 4 levels) and % of students at "Advanced" Level (highest of 4 levels) DIBELS Fluency Progress for Special Ed (words correct per minute)	Administrative Team Administrative Team and Teachers Administrative Team and Teachers CST, Assistants, and Teachers	2, 18, 27, 36 weeks Fall Aug., Dec., May Aug., Dec., May

Initial Data Collected: Checkpoints Scores – 2 <sup>nd</sup> week - % Correct – Regular Ed students 1 <sup>st</sup> gr. N/A 2 <sup>nd</sup> gr. N/A 3 <sup>rd</sup> gr. 63% (Cluster 58%, FC 55%) 4 <sup>th</sup> gr. 61% (Cluster 56%, FC 54%) 5 <sup>th</sup> gr. 71% (Cluster 64%, FC 61%) Checkpoints Scores – 2 <sup>nd</sup> week - % Correct – Special Ed students 2 <sup>nd</sup> gr. N/A 3 <sup>rd</sup> gr. 53% (Cluster 49%, FC 44%) 4 <sup>th</sup> gr. 40% (Cluster 40%, FC 42%) 5 <sup>th</sup> gr. 51% (Cluster 47%, FC 44%)	<b>Checkpoints Scores – 18 Week PostTest – Regular Ed</b> 1 <sup>st</sup> gr. 87 2 <sup>nd</sup> gr. 75 (67, 68) 3 <sup>rd</sup> gr. 76 (70, 68) 4 <sup>th</sup> gr. 73 (67, 67) 5 <sup>th</sup> gr. 70 (64, 62) <b>Checkpoints Scores – 18 Week PostTest – Special Ed</b> 2 <sup>nd</sup> gr. 55 (52, 53) 3 <sup>rd</sup> gr. 61 (60, 55) 4 <sup>th</sup> gr. 51 (55, 55) 5 <sup>th</sup> gr. 60 (52, 49)
<b>ITBS Total Reading Score average for 3<sup>rd</sup> grade = 78% (using 2005 norms)</b>	
<b>ITBS Total Reading Score average for 5<sup>th</sup> grade = 74% ( “ )</b>	

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Scholastic Reading Inventory – August – Regular Ed Students 2 <sup>nd</sup> gr. 22% Below Basic 22% Advanced 3 <sup>rd</sup> gr. 10% Below Basic 22% Advanced 4 <sup>th</sup> gr. 10% Below Basic 28% Advanced 5 <sup>th</sup> gr. 11% Below Basic 19% Advanced	Mid-Year results are not yet complete; computer labs were first used for checkpoints testing.
Scholastic Reading Inventory – August – Special Ed Students	The SRI program does not have the capability to disaggregate this data
DIBELS Fluency Progress Monitoring – Special Ed Students	Dibels Fluency is currently being monitored only for students who have fluency as part of their IEP

**B. 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
Teachers will collaborate during grade level planning time analyzing results from the CRCT, Checkpoints, and SRI to identify strengths and weaknesses and determine appropriate instructional strategies. Kindergarten through second grade will use the SRA reading program which is a supplemental teacher-directed phonics-based reading program locally adopted. The Junior Great Books will be used in all grades for high-achieving students. Reading Contracts or Reading Logs will be used by each grade level. Leveled Nonfiction Reading books will be used by various grade levels Teachers will design collaborative lesson plans integrating TAG strategies and the use of interactive whiteboards.	Classroom Teachers  Classroom Teachers and Assistants  Classroom Teachers Classroom Teachers Classroom Teachers Classroom Teachers and CST	N/A  \$5000 PTA + Foundation Funds County Funds N/A Local School Funds PTA/Foundation/ SPLOST Funds for hardware County Funds
Extended learning classes will be offered after school for 3 <sup>rd</sup> and 5 <sup>th</sup> grade students who scored Level 1 “Not Meeting Expectations” on Reading CRCT. Support staff will tutor students in the morning, during class time, and lunch. Teachers will be trained in two TAG strategies	Extended Day Teachers  Support Staff TAG Teachers and Certified Teachers	N/A Local Professional Development Funds Early Release Days
Teachers will meet vertically to discuss Reading Power Standards and design assessments that include previous year’s Standards, thus not allowing students to forget. Teachers will be trained in the use of Nonfiction Genres and Research Teachers will be provided an additional block of biweekly common planning time to address and plan for implementation of Strategic Plan initiatives.	Professional Learning Committee and CST  CST and Media Specialist Administration Team and Assistants	Early Release Days N/A
K-4 <sup>th</sup> grade Special Ed students will use the SRA reading program	Classroom Teachers and Assistants	\$5000 PTA + Foundation Funds
Special Ed teachers will meet weekly to plan for instruction with Regular Ed teachers Special Ed teachers will meet weekly to discuss and develop strategies for students Special Ed students will use Assistive Technology as needed to help with writing assignments Utilize the Special Ed inclusion model in 4 <sup>th</sup> and 5 <sup>th</sup> grade with some pull-out when necessary for	Special Ed Teachers Special Ed Teachers Special Ed Teachers Special Ed Teachers	N/A N/A County SpEd Funds N/A

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<p>review and support. Special Ed teachers will team teach in K-3<sup>rd</sup> grade daily in selected subjects. Speech and Special Ed teachers will practice test-taking strategies as well as vocabulary and language used in assessments with their students Special Ed teachers will provide parents with packets to work on weak skills over the weekends. Students will be given incentives to do extra online practice on weekends. Special Ed teachers will utilize SAMS to pinpoint weaknesses in mastering specific standards.</p>	<p>Special Ed Teachers Special Ed Teachers  Special Ed Teachers Special Ed Teachers Special Ed Teachers</p>	<p>N/A N/A  N/A N/A N/A</p>
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**Actions Taken – Mid-Year Update**  
 Teachers were trained during Early Release Days on integrating TAG strategies and using higher level questioning with all students.  
 Teachers identified at-risk students and matched them up with support personnel for one-on-one tutoring sessions during special area planning times.  
 Administration scheduled and helped to provide extra common planning time for grade level teachers to analyze test scores and design strategies, including higher level thinking skills, for reteaching and differentiating.  
 Special Ed teachers are meeting weekly with Regular Ed teachers. The Special Ed inclusion model is being used in the upper grades with some pull-out. Special Ed teachers are tutoring their students in extra segments before school and during planning times. Special area teachers are also tutoring during extra planning times.

**C. 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
<p>Provide two Curriculum Nights (August and January) to discuss Standards-based instruction and to provide parents with tips on how to help their children at home. Teacher/Parent conferences will be held to inform parents of their child’s progress. 4<sup>th</sup> and 5<sup>th</sup> grade teachers will hold joint conferences as a team with each parent. Provide parents with access to the CRCT On-line Assessment System for practice at home. Convene Parent Focus Groups to communicate with parents about GA Standards and how to help students at home. Utilize peer facilitators from Centennial High School to tutor students once a week.</p>	<p>Classroom Teachers  Classroom Teachers Classroom Teachers CST, Classroom Teachers Principal, Assistant Principal, CST, and Counselor Classroom Teacher</p>	<p>N/A  N/A N/A N/A N/A  Peer Facilitators from CHS</p>

**Actions Taken – Mid-Year Update**  
 Teachers have conferenced with nearly 100% of parents to inform parents of progress and give tips on how to help at home. Mid-January Curriculum Nights will reinforce Power Standards and ways to practice at home. The Curriculum Nights will also provide parents with information on the weighting of different standards during the CRCT.  
 Parents and students have been given access codes for online CRCT practice. Parents will be shown the GaOAS website during curriculum nights and answer any questions about how to effectively use this online practice site. Several students and parents use Thursday evening Media Center hours to work on these online practice tests since they do not have computers at home.  
 Centennial High School tutors have worked one morning each week to tutor individual students per teacher recommendations.  
 The first of 3 planned Parent Focus Groups allowed administrators the opportunity to highlight the state of the school report and explain the school’s improvement plan and how parents can help their children succeed.

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

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Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Principal will schedule additional planning time for teachers to collaborate on lessons. Principal will schedule weekly walkthroughs to assess standards-based instruction and student engagement. Principal and Assistant Principal will meet with each teacher at the beginning of the year and at the end of the year to discuss professional goals and their outcomes. Administration will meet monthly with Special Ed staff to monitor student progress.	Principal Principal and Assistant Principal  Principal and Assistant Principal  Principal, AP, IST, Special Ed Teachers	N/A N/A  N/A  N/A
<p><b>Actions Taken – Mid-Year Update</b>                      Teachers have met 3 times so far in extra planning meetings to collaborate on instruction and collectively look at test scores and checkpoints results.                      Administrative team has completed walkthroughs using the Georgia Keys assessment model to assess instruction and student engagement, and giving the teachers feedback.                      Administrative team has met with Special Ed staff to monitor student progress and plan best practices for instruction.                      Administrative team has met to discuss individual students’ progress (primarily at-risk children) and plan appropriate actions for them.</p>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p><b>Mid-Year Summary</b></p>		
<p><b>Preliminary conclusions regarding progress on this objective:</b>                      Checkpoints scores show improvement in all grades, however 4<sup>th</sup> grade special ed scores indicate a dip compared to the cluster and county scores. Currently, the special ed team is analyzing these scores and will create additional help as needed, beyond the extra tutoring already taking place.                      ITBS Total Reading scores for 3<sup>rd</sup> grade show strength in comprehension (60% of our students are in the top 25% nationally; only 2% of our students fall in the lowest 25%).                      ITBS 5<sup>th</sup> grade Reading scores indicate we could be doing better in comprehension skills with our lowest students (we have 19.7% in the bottom half of the nation’s scores).</p>		
<p><b>Additional action to be taken during remainder of this school year:</b>                      Teachers will create additional online CRCT assessment practice tests tailored to needs identified by checkpoints results.                      Special ed team plans to create CRCT practice packets for their parents and students to help them practice at home.</p>		
<p><b>End of Year Summary</b></p>		
<p><b>Overall Conclusions regarding this Objective:</b></p>		
<p><b>Future Steps to Address this Objective:</b></p>		

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school?

Objective # 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
<b>Improve student performance in MATH</b>	Grades 3-5	370/728	51%	% of students in grades 3-5 scoring Level 3 "Exceeding Expectations" on CRCT Math	55%	54%	56%	58%	60%
	Grades 3-5	370/728	51%	% of students in grades 3-5 scoring Level 1 "Not Meeting Expectations" on CRCT Math	7.5%	7%	6%	5%	4%
	Grades 1-5	610/728	84%	% of 1 <sup>st</sup> -5 <sup>th</sup> grade students making a z-score gain on CRCT Math		46%	50%	52%	54%

**A. 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
Checkpoints benchmark assessment data ITBS results for grades 3 & 5 Unit assessments	Administrative Team Administrative Team and Teachers	2, 18, 27, 36 weeks Fall At completion of units

<p>Data Collected</p> <p>Checkpoints Scores - 2<sup>nd</sup> week - % Correct</p> <p>1<sup>st</sup> Gr. N/A</p> <p>2<sup>nd</sup> Gr. N/A (Cluster %, FC %)</p> <p>3<sup>rd</sup> Gr. 47% (Cluster 44%, FC 42%)</p> <p>4<sup>th</sup> Gr. 46% (Cluster 43%, FC 42%)</p> <p>5<sup>th</sup> Gr. 42% (Cluster 39%, FC 38%)</p>	<p><b>Checkpoints Scores – Semester PostTests - % Correct</b></p> <p>1<sup>st</sup> gr. 88</p> <p>2<sup>nd</sup> gr. 53 (45, 47)</p> <p>3<sup>rd</sup> gr. 56 (51, 51)</p> <p>4<sup>th</sup> gr. 47 (45, 47)</p> <p>5<sup>th</sup> gr. 60 (51, 52)</p>
<p><b>ITBS Total Math Score for 3<sup>rd</sup> grade = 84</b></p>	
<p><b>ITBS Total Math Score for 5<sup>th</sup> grade = 77</b></p>	
<p><b>Unit Assessments:</b></p> <p>1<sup>st</sup> Grade: 18-week assessment; average score is 88%; 89% of students Pass (higher than 70%).</p> <p>2<sup>nd</sup> Grade: 87% of students passed Unit 1 (Numbers &amp; Operations); 91% passed Unit 2 (Measurement); 73% passed Unit 3 Number Operations 2); 96% passed Unit 4 (Money); 96%</p>	

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passed Unit 5 (Data)  
 3<sup>rd</sup> Grade: 67% of ON-level students, 88% of ADV students passed Unit 1; 75% of ON level, 87% of ADV passed Unit 2 (Multiplication); 79% of ON level, 92% of ADV students passed Unit 3 (Division)  
 4<sup>th</sup> Grade: 80% of ON-level students, 95% of ADV students passed Unit 1 (Place Value); 75% of ON, 90% of ADV passed Unit 2 (Factors & Multiples); 70% of ON, 90% of ADV passed Unit 3 (Multiplication & Division); 85% of ON, 95% of ADV passed Unit 4 (Data); 85% of ON, 95% of ADV passed Unit 5 (Geometry).  
 5<sup>th</sup> Grade: 70% of students passed Unit 1 (Place Value, Factors); 56% of students passed Unit 2 (Decimals); 68% of students passed Unit 3 (Fractions)

**B. 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
Teachers will collaborate during grade level planning time analyzing results from the CRCT, Checkpoints, and unit tests to identify strengths and weaknesses and plan appropriate instructional strategies. Extended learning classes will be offered after school for 3 <sup>rd</sup> and 5 <sup>th</sup> grade students who scored Level 1 on CRCT Math. Support staff will tutor students in the morning, during class time, and lunch. Teachers will meet vertically to discuss Math Power Standards and design assessments to include the previous year's Standards thereby not allowing our students to forget.	Classroom Teachers  Extended Day Teachers  Support Staff and Teachers Classroom Teachers and CST	N/A  County Funds  N/A N/A

**Actions Taken – Mid-Year Update**  
 Teachers have collaborated during extra planning times particularly to analyze assessments and develop strategies.  
 Support staff and special ed teachers have been tutoring students before school and during planning periods.

**C. 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
Two Curriculum Nights (August and January) to discuss Standards-based instruction and to provide parents with tips on how to help their children at home. Teacher/Parent conferences will be held to inform parents of their child's progress. Provide parents with access to the CRCT Online Assessment System for practice at home. Convene Parent Focus Groups to communicate with parents about GA Standards and how to help their children.	Classroom Teachers  Classroom Teachers CST Principal, AP, CST, and Counselor	N/A  N/A N/A N/A

**Actions Taken – Mid-Year Update**  
 Teachers are utilizing a second Curriculum Night particularly to help parents learn ways to help their students. Teachers will inform parents about the online CRCT practice tests, show them how the site works, and encourage their use at home.  
 Administrative Team is using the Parent Focus Groups to spread the word about Math Power Standards - how they are essential for mastery and how to provide additional practice in these skills at home.

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

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<b>Implementation Plan for 2009-10</b>	<b>Position Responsible</b>	<b>Budget/Resources</b>
Principal will schedule additional biweekly planning time for teachers to collaborate on lessons that fit with strategic plan initiatives.	Principal	N/A
Principal will schedule weekly walkthroughs to assess standards-based instruction and student engagement.	Principal and Assistant Principal	N/A
Principal and Assistant Principal will meet with each teacher at the beginning of the year and at the end of the year to discuss professional goals and their outcomes.	Principal and Assistant Principal	N/A
<b>Actions Taken – Mid-Year Update</b>		
Principal and Administrative Team created an innovative schedule to provide coverage for grade levels to expand common planning times, enabling teachers to collaborate on lessons that address areas of student weaknesses.		
Principal and AP continue walkthroughs to help teachers identify best practices and to assess standards-based instruction.		
<b>Actions Taken – End of Year Report</b>		
<b>Mid-Year Summary</b>		
<b>Preliminary conclusions regarding progress on this objective:</b>		
Checkpoints 18-week scores appear to be on target for overall improvement. 5 <sup>th</sup> grade 18-week scores are particularly good; 4 <sup>th</sup> grade scores are a little low. Teachers have noticed a lack of correlation between Unit Assessment scores and the 18-week checkpoint scores. Some Unit Assessments are quite low, however more students seem to have achieved mastery by the time of the 18-week assessment. Scores are being analyzed and areas of weaknesses highlighted.		
The second Curriculum Night is an opportunity to provide parents with data on student progress as well as offer them techniques for extra skill practice at home. In addition, we are promoting the use of the online CRCT practice which will further reinforce any weak skills areas.		
ITBS data shows a strength in 3 <sup>rd</sup> grade, especially Computation skills, with 70.2% of our students scoring in the top 25% on the Total Math portion of the ITBS.		
However, Computation skills are lagging in 5 <sup>th</sup> grade ITBS data – only 41% of the students are in the top 25% nationally. 5 <sup>th</sup> Grade Concepts and Problem-Solving scores are considerably higher than the Computation scores, with only 2.6% of the students scoring in the bottom 25% nationally in those two areas.		
<b>Additional action to be taken during remainder of this school year:</b>		
Teachers are committed to providing weekly basic fact practice as well as Math Power Standards information for parents. Teachers are creating online CRCT (GaOAS) tests focusing on specific skills. Parents will be shown how to access this site at Curriculum Night 2 and students will be encouraged to use these online practice tests. Extended Day students will be given additional practice in computation.		
<b>End of Year Summary</b>		
<b>Overall Conclusions regarding this Objective:</b>		
<b>Future Steps to Address this Objective:</b>		

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Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school?

Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
<b>Improve student performance in WRITING</b>	1 <sup>st</sup> – 5 <sup>th</sup> Grade	610/728	84%	Increase % of 1 <sup>st</sup> -5 <sup>th</sup> grade students who Meet or Exceed standards on local or state writing rubrics on Spring writing assessments	X	87%	90%		
	5 <sup>th</sup> Grade	140/728	19%	Increase % of 5 <sup>th</sup> grade students scoring Level 3 “Exceeds Standards” on the state writing assessment.	34%	30%	35%		

**A. 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
Student writing samples will be scored in August, November, January and May using writing rubrics.	Classroom Teachers and CST	4 times during year
GA 5 <sup>th</sup> Grade Writing Test	5 <sup>th</sup> Grade Team	February

**Preliminary Data Collected:** Writing samples - % meeting or exceeding standards on writing rubric

	August/Sept	November	January	May
K	17 %	65 %	82%	
1 <sup>st</sup>	34 %	81 %	91%	
2 <sup>nd</sup>	28 %	74 %	80%	
3 <sup>rd</sup>	88 %	89 %	**still being scored	
4 <sup>th</sup>	47 %	59 %	90%	
5 <sup>th</sup>	20 %	67 %	93%	

**B. 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

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<p>Teachers will use Early Release Days to discuss student writing using the rubric of the writing genre for the upcoming benchmark period.                  Teachers will use Early Release Days to plan mini-lessons on topics showing weaknesses on rubrics                  Teachers will meet as a grade level to share and score student writing samples.                  Teachers will be trained in Nonfiction writing during Early Release Days.                  Teachers will collaborate to develop units and plans for using Nonfiction genres during reading and writing blocks.</p>	<p>Classroom Teachers, Writing Committee, CST                   Classroom Teachers                  Classroom Teachers                  CST and Media Specialist                  CST and Media Specialist</p>	<p>N/A                   N/A                  N/A                  N/A                  N/A</p>
<p><b>Actions Taken – Mid-Year Update</b>                  Teachers have utilized Early Release Days to learn and discuss the writing process and tweak rubrics for writing assessments.                  Teachers have met together to share and score student writing samples, which has better standardized scoring throughout the school.</p>		
<p><b>C. What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?</b></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>
<p>Conference with students about the writing progress and review writing sample results                  Share writing results with parents at conferences or teacher communication form                  Share writing results with school when student work has been evaluated</p>	<p>Classroom Teachers                  Classroom Teachers                  Classroom Teachers, CST, Administration</p>	<p>N/A                  N/A                  N/A</p>
<p><b>Actions Taken – Mid-Year Update</b>                  At each grade level’s second Curriculum Night, graded writing samples were shared with parents along with the rubric used to help inform parents about the writing process.                  Writing results were also shared with parents at November parent conferences.</p>		
<p><b>D. What initiatives/improvements will be implemented in the area of School Management to support this objective?</b></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>
<p>Faculty meeting celebration of grade level results in writing                  Communicate overall results in the “BEST” school newsletter                  Celebrate student work in quarterly writing publication</p>	<p>Principal, Assistant Principal and CST                  CST and Media Specialist                  Classroom Teachers, CST, Media Specialist</p>	<p>N/A                  N/A                  N/A</p>
<p><b>Actions Taken – Mid-Year Update</b>                  Grade levels have planned writing lessons together, utilizing a variety of genres. We have yet to publicize student writing except for within the classroom and on bulletin boards in hallways.</p>		
<p><b>Actions Taken – End of Year Report</b></p>		
<p><b>Mid-Year Summary</b></p>		
<p><b>Preliminary conclusions regarding progress on this objective:</b>                  Teachers have learned to effectively score writing samples so that there is uniformity across the grade levels. The steady progression of students scoring at the upper levels is an encouraging trend.</p>		

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<p style="color: red;">Writing scores are fairly well on track. We need to continue to monitor, especially the students who have not met expectations.</p>
<p style="color: red;"><b>Additional action to be taken during remainder of this school year:</b>                  Teachers will focus more on nonfiction writing. Teachers will also focus on those students who are struggling and have not met expectations on writing rubrics.                  Teachers will score those low students more frequently to see if they can meet the standards.                  We plan to share writing scores in the school newsletter, the BEST.</p>
<p style="color: red;"><b><i>End of Year Summary</i></b></p>
<p style="color: red;"><b>Overall Conclusions regarding this Objective:</b></p>
<p style="color: red;"><b>Future Steps to Address this Objective:</b></p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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