

# Gwinnett County Public Schools Local School Plan for Improvement SY 2008-2009

## Section I

The following are **NCLB required elements** in GCPS Local School Improvement Plan.  
(As you complete your LSPI indicate in your plan how each element is addressed.)

- Element #1 - Using research-based strategies** to address academic improvement.
- Element #2 - Adopting instructional “best practices”** for ALL students/subgroups.
- Element #3 - Meeting professional development needs** addressing academic achievement.
- Element #4 - Using professional learning funds effectively.**
- Element #5 - Setting annual goals** to meet set objectives for continuous progress by each subgroup of students.
- Element #6 - Outlining parent notices** (for NI schools only)
- Element #7 - Assigning responsibilities** for each part of the plan. (including district’s technical assistance, fiscal responsibilities)
- Element #8 - Increasing effective parent involvement.**
- Element #9 - Increasing instructional time.**
- Element #10 - Setting up or enhancing teacher mentoring.**

**Gwinnett County Public Schools  
LSPI - SY 2008-2009**

**School:** Lilburn Elementary School

**Location Code:** 600

**Principal:** Wandy Taylor

**Strategic Goal/Initiative Reference:** (Type an X in front of the objective for this plan or add 'other' in #3 below.)

- X\_1.** Ensure a world-class education for all students by focusing on teaching and learning the Academic Knowledge and Skills (AKS) curriculum.
- X\_2.** Ensure a safe, secure, and orderly environment for all.
- X\_3.** Other Parent Involvement

**Local School Objective:** Improve Student Achievement in Reading and Writing and Mathematics

**Rationale for Objective:** : In order to earn promotion from one grade level to the next, students must meet grade level expectations. Our data supports the continued need to strive for reading proficiency which is essential to student success and critical to achievement in all content areas. Our data review supports the need for all students to be proficient in math, meeting and exceeding state and local benchmarks. Parent involvement in the education of their children supports student progress.

**SECTION II**

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Punctuation/ Reading Word	52	47	50								
Spelling	49	45	49								
Usage Expression	47	42	44								
Reading Comprehension	47	45	48								
Vocabulary	40	38	42								
<b>Fifth Grade Writing Scores</b>											
<b>Score</b>		<b>DNM</b>		<b>Meets</b>		<b>Exceeds</b>					
<b>2006-2007</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2007-2008</b>		
LES 209	219	27	14	68	76	5	10				
GCPS											
217	228	21	11	67	69	12	20				
GEORGIA											
209	214	30	23	62	66	8	11				
<b>3rd Grade Writing Scores 2007/2008</b>											
<b>Meets &amp; Exceeds</b>	<b>Ideas ME</b>	<b>Organization ME</b>	<b>Style ME</b>	<b>Conventions ME</b>							
Informational LES	64/56	54/55	47/44	53/52							
State	82/83	72/74	71/73	69/70							
Persuasive LES	66/65	55/45	55/34	56/46							
State	79/81	70/73	69/72	68/70							
Narrative LES	71/82	64/57	55/38	55/51							

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State	81/82	75/76	71/73	67/67			
Response to Literature LES	63/59	54/58	56/38	53/49			
State	76/78	71/74	69/72	67/70			
<b>SIMONTON BENCHMARK SCORES 2007-2008</b>							
Grade	Pre LA	BM Rdg 2	BM ELA 2	Pre Math	BM Ma 2		
5	62%	61%	62%	37%	50%		
4	52%	56%	70%	37%	47%		
3	51%	60%	61%	47%	41%		
2	50%	67%	60%	40%	48%		
Average	54%	61%	63%	40%	47%		
Spec Ed							
5	51%	50%	51%	32%	39%		
4	34%	39%	54%	31%	33%		
3	47%	46%	48%	43%	41%		
2	34%	49%	42%	32%	36%		
Average	42%	46%	49%	35%	37%		
ESOL							
5	42%	39%	46%	29%	36%		
4	39%	44%	60%	31%	39%		
3	46%	54%	51%	36%	34%		
2	46%	65%	57%	38%	46%		
Average	43%	51%	54%	34%	39%		
Hispanic							
5	57%	57%	60%	35%	47%		
4	48%	52%	66%	35%	44%		

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Baseline Data						Indicators of Success		Measurement Methods/Tools																					
3	48%	58%	56%	40%	37%																								
2	45%	63%	55%	37%	45%																								
Average	50%	58%	59%	37%	43%																								
<p><b>Midyear Simonton Benchmark Data – Kindergarten &amp; 1<sup>st</sup> Grade</b></p> <table border="1"> <thead> <tr> <th>Teacher</th> <th>LA Baseline</th> <th>LA 1st Nine Wks.</th> <th>LA 2nd Nine Wks.</th> <th>Math Baseline</th> <th>Math 1st Nine Wks.</th> <th>Math 2nd Nine Wks.</th> </tr> </thead> <tbody> <tr> <td>Kindg.</td> <td>35</td> <td>70</td> <td>n/a</td> <td>39</td> <td>74</td> <td>78</td> </tr> <tr> <td>1st Grade</td> <td>78</td> <td>57</td> <td>63</td> <td>90</td> <td>70</td> <td>66</td> </tr> </tbody> </table>									Teacher	LA Baseline	LA 1st Nine Wks.	LA 2nd Nine Wks.	Math Baseline	Math 1st Nine Wks.	Math 2nd Nine Wks.	Kindg.	35	70	n/a	39	74	78	1st Grade	78	57	63	90	70	66
Teacher	LA Baseline	LA 1st Nine Wks.	LA 2nd Nine Wks.	Math Baseline	Math 1st Nine Wks.	Math 2nd Nine Wks.																							
Kindg.	35	70	n/a	39	74	78																							
1st Grade	78	57	63	90	70	66																							
<p><b>Successmaker</b></p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Time</th> <th>Gain</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Grades 3-5</td> <td>9:29</td> <td>.62</td> <td>4.97</td> </tr> </tbody> </table>									Reading	Time	Gain	Level	Grades 3-5	9:29	.62	4.97													
Reading	Time	Gain	Level																										
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**Gwinnett County Public Schools  
LSPI - SY 2008-2009**

**School:** Lilburn Elementary School

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Baseline Data				Indicators of Success		Measurement Methods/Tools
5 <sup>th</sup>	7:46	.53	5.66			
4 <sup>th</sup>	8:08	.53	5.33			
3 <sup>rd</sup>	11:28	.76	4.1			
2 <sup>nd</sup>	5:27	.48	2.76			
1 <sup>st</sup>	3:48	.21	1.85			
<b>Successmaker Math</b>						
<b>Math</b>	<b>Time</b>	<b>Gain</b>	<b>Level</b>			
<b>Grades 3-5</b>	<b>10:52</b>	<b>.51</b>	<b>4.62</b>			
5 <sup>th</sup>	9:18	.50	5.48			
4 <sup>th</sup>	10:12	.52	4.99			
3 <sup>rd</sup>	11:19	.47	3.74			
2 <sup>nd</sup>	7:39	.32	2.76			
1 <sup>st</sup>	8:07	.49	1.86			
<b>STAR Results</b>						
STAR Reading	Pretest	Posttest	Change			
5 <sup>th</sup>	5.02	5.39	.38			

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4 <sup>th</sup>	4.01	4.39	.38			
3 <sup>rd</sup>	3.01	3.40	.40			
2 <sup>nd</sup>	2.04	2.41	.36			
STAR Math	Pretest	Posttest	Change			
5 <sup>th</sup>	5.02	5.4	.39			
4 <sup>th</sup>	4.01	4.39	.38			
<b>GCPS Pre and Post Test AKS Results in Math by Population</b>						
<b>Math %</b>	<b>5th Pre</b>	<b>5th Post</b>	<b>5th Gain</b>	<b>4th Pre</b>	<b>4th Post</b>	<b>4th Gain</b>
Overall Average	36.0	49.5	13.5	36.7	54.8	18.1
White	39.5	62.1	22.6	37.1	55.3	18.1
African American	36.5	45.9	9.3	34.7	48.0	13.3
Hispanic	34.3	46.4	12.1	34.8	53.2	18.4
Asian/Pacific Isle	41.2	58.9	17.8	44.8	65.6	20.8
Multi racial	26.7	40.0	13.3	39.3	65.8	26.5
LEP	27.7	40.7	12.9	29.2	47.6	18.4
SWD/Spec Ed	30.1	36.5	6.4	30.3	40.7	10.4
Socio Econ	34.9	48.0	13.1	35.9	53.7	17.8
Female	36.0	51.3	15.2	36.1	56.2	20.1
Male	35.9	47.7	11.8	37.2	53.4	16.2

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ESOL	27.8	40.3	12.4	29.6	46.1	16.5		
Gifted	49.2	71.6	22.4	54.3	76.0	21.7		
 <b>GCPS Pre and Post Test AKS Results in Math by Population</b>								
<b>Math %</b>	<b>3rd Pre</b>	<b>3rd Post</b>	<b>3rd Gain</b>	<b>2nd Pre</b>	<b>2nd Post</b>	<b>2nd Gain</b>		
Overall Average	43.1	66.6	23.6	39.8	66.2	26.4		
White	58.7	79.4	20.7	51.5	69.7	18.2		
African American	39.7	65.6	25.9	41.3	69.8	28.5		
Hispanic	39.7	63.0	23.3	36.7	62.4	25.7		
Asian/Pacific Isle	50.0	76.7	26.7	46.7	76.5	29.8		
Multi racial	40.5	49.2	8.8	40.6	62.6	22.0		
LEP	32.0	55.8	23.8	36.8	62.4	25.6		
SWD/Spec Ed	37.7	46.8	9.1	31.0	45.7	14.7		
Socio Econ	41.6	65.1	23.4	39.0	65.2	26.2		
Female	41.0	65.0	24.0	40.0	67.2	27.2		

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Male	45.0	68.3	23.3	39.7	65.3	25.6																																																																									
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SWD/Spec Ed	42.4	45.9	3.5	34.3	52.1	17.8				
Socio Econ	48.5	64.9	16.4	49.2	73.0	23.8				
Female	49.5	65.5	16.0	53.8	76.4	22.6				
Male	50.3	67.5	17.3	47.8	72.0	24.2				
ESOL	34.4	53.6	19.3	46.1	71.5	25.4				
Gifted	75.6	92.9	17.3	93.3	100.0	6.7				

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**SECTION III**

Implementation Plan	Element #	Budget/ Source	Person Responsible	Date
<p><b>STRATEGIES FOR CONTINUOUS IMPROVEMENT-RESEARCHED BASED STRATEGIES</b></p> <p>Teams will be formed to spark school improvement at Lilburn ES. The focus will be on improved Student Academic Achievement. A School-Wide Academic Achievement Team (SWAAT) will be formed to drive school improvement. This Cross Grade Level Group will discuss school wide achievement targets, plans and needs from a K-5 perspective. The team will set group goals and target areas, discuss resources, supplementary materials, and staff development needs. The SWAAT team members will represent their grade level concerns and share goals and plans made by the team with their grade level.</p> <p>The Data Team will examine current data as it becomes available during the year to measure steps toward our goals. The Data Team will share results with Grade Levels for reflection and input. This Cross Grade Level Group will discuss school wide achievement targets, plans and needs from a K-5 perspective. The team will set group goals and target areas, discuss resources, supplementary materials, and staff development needs. The Data Team will meet at the end of the year with all pertinent School Year 08-09 data available. They will evaluate goal achievement and identify strengths and weaknesses for the upcoming year.</p> <p>The Math Team will examine Math Data to measure steps toward the school goals. The Math Team will share results with Grade Levels for reflection and input. This Cross Grade Level Group will discuss Math school wide achievement targets, plans and needs from a K-5 perspective. The Math Team will plan Grade Level Staff Development appropriate for and supportive of grade level goals in Math. The Math Team will monitor the plan for grade level improvements in student learning of Math. The Math Team will meet mid year to evaluate goal achievement, identify strengths and weaknesses and plan interventions.</p>	1,2, 3, 4, 5,7, 9	\$6000 Title I (Carry Over)	Principal  Administrative Team, Teacher Leaders  Administrative Team, Teacher Leaders  Administrative Team, Teacher Leaders	August, 2008  August, 2008- May 2009  August, 2008- May 2009  August, 2008- May 2009

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Implementation Plan	Element #	Budget/ Source	Person Responsible	Date
<p>The Literacy Team will examine Reading and ELA Data to measure steps toward the school goals. The Literacy Team will share results with Grade Levels for reflection and input. This Cross Grade Level Group will discuss Literacy school wide achievement targets, plans and needs from a K-5 perspective. The Literacy Team will plan for grade level improvements in student learning of Reading Writing and ELA. The Literacy Team will plan Grade Level Staff Development appropriate for and supportive of grade level goals in literacy. The Literacy Team will meet mid year to evaluate goal achievement, identify strengths and weaknesses and plan interventions.</p> <p>a. Review 08&amp;09 CRCT/Gateway/GKAP data and 08-09 GKIDS data through MY STUDENT (individual conferences and grade level meetings) or the GKIDS web site.</p> <p>b. Review 08 Pre-Post 1 and Benchmark Test Data through ELEMENTS. Data will be reviewed in individual conferences and grade level meetings. Grades 3-5, Special Education and ESOL Teams will meet mid-year to evaluate goal achievement, identify strengths and weaknesses and plan interventions. Release time will be provided.</p> <p>c. Administer GCPS Pre and Post 1 Tests, Benchmark Tests 1 and 2, Complete NCS IPM, STAR Math and Reading, Successmaker Individual programs in Math and Reading, AR tests.</p>	1,2,,5	\$6000 Title I (Carry Over)	Administrative Team, Teacher Leaders	August, 2008- May 2009
	1,2,5	\$18,000 Title I (Carry Over) Allotment	School Teams, Individual teachers, grade levels Technology and assigned administrators	August, 2008- May 2009
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X 3. Other Parent Involvement

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**SECTION III**

<b>Implementation Plan</b>				
	<b>Element #</b>	<b>Budget/ Source</b>	<b>Person Responsible</b>	<b>Date</b>
d. Monitor student progress using Running Records, Rigby Benchmark, STAR Reading and STAR Math. Rank weak to strong. Plan classroom support, enrichment or intervention. Provide additional support materials.	1,2,5	\$6,000 Title I (Carry Over) Allotment	School Teams, Individual teachers, 1-5 grade levels and assigned administrators	August, 2008- May 2009
e. Correlate all strand scores, IPM results, and NCS Course summaries to AKS – Rank weak to strong. Identify High Stakes populations. Plan classroom support, enrichment or intervention.				
f. Review instructional calendars. Prepare grade level instructional calendar for specific grade level focus lessons. Focus on Classroom Data, AKS skills, new GPS goals for Math and Science, Mastery Vocabulary listed in GPS, CRCT strands ( 08 weak and strong using Data Team EOY grids), and Quality Plus Teaching Strategies. Grade Level release time provided.	1,2,5	\$18,000 Title I (Carry Over) Allotment	School Teams, Individual teachers, and administrators	August, 2008- May 2009
g. Plan modifications and review accommodations for ELL and SWD populations. Cross reference with essential AKS in IEP's and modification plans. Increase awareness of Georgia Performance Standards and grade level Mastery of listed Academic Vocabulary, new Math and Science AKS and Math exemplar use in the classroom. Supply materials needed to support this plan.	1,2,5	\$20,000 Title I (Carry Over) Allotment	School Teams, Individual teachers, K-5 grade levels and administrators	August, 2008- May 2009
h. Administrative Team members will meet individually with each K-5 teacher (including Spec. Ed and ESOL) to review teacher results on 2008 end of year data. Drafts for individual teacher 2008-2009 goals for RBES shall be based on mutually agreed upon professional growth areas. Draft RBES submitted to administrator for approval. Teachers will identify student strengths and weaknesses. The Principal will meet with staff to review RBES results and end of the year data. Release time provided for RBES grade level conversations.	1,2,5		School Teams, Individual teachers, ELL/SWD teachers, and administrators	August, 2008- May 2009

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<b>Implementation Plan</b>				
	Element #	Budget/ Source	Person Responsible	Date
i. Teacher RBES Goals shall reflect local school initiatives with LSPI as well as individual student/class targets. School Teams will support and help monitor progress toward grade level goals. Administrative Team will meet with individual teachers and School Teams for "How is it Going" Pacing Conferences.	1,2,5, 7	\$18,000 Title I (Carry Over) Allotment	Administrative Team, Individual Teachers	August- October 2008
j. Review progress of struggling students through Student Support Team, Brief Informal Assessments and other recommended classroom and assessment modifications.	1,2,5, 7, 9		Administrative team, Teachers	
k. Monitor RTI plans and student progress. Provide support to classroom teachers needing Tier 1, Tier 2 and Tier 3 support. Provide staff development on RTI	1,2,5, 7, 9		Teachers, Curriculum Support Teachers, School Psychologist, Parents	August, 2008- May 2009
l. Continue and expand student achievement incentive and recognition program. AR and Successmaker, recognition of goal achievement, Honors programs, Character Traits programs and other recognitions in individual classrooms and grade levels.	1,2,8, 9		Teachers, Curriculum Support Teachers, School Psychologist, Parents	August, 2008- May 2009
<b>INSTRUCTIONAL PRACTICES AND SUPPORT</b>				
<b>Whole Staff Expectations</b>				
a. Teachers will implement Quality Plus Teaching Strategies				
b. Teachers will utilize the instructional calendars aligned with the GCPS Benchmark Assessments				
c. ESOL modifications and strategies will be implemented				
d. Teachers will collaborate during instructional planning sessions				
e. Teachers will participate in staff development sessions on each grade level				
f. Staff development will be delivered by staff focusing on Math and Language Arts	1,2,8, 9	\$6,000 Title I (Carry Over)	Administrative Team, Teachers	
	1,2		Psychologist, Parents	

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Implementation Plan	Element #	Budget/ Source	Person Responsible	Date
<b>Instructional Support</b> a. Math – <ul style="list-style-type: none"> <li>• Grades 1-5 will be supported and enriched with a Math Special.</li> <li>• Grades 3-5 will have a Science Special, Challenge Math, Challenge Science to provide challenge and enrichment.</li> <li>• Kindergarten will have additional Math, Science and ESOL support.</li> <li>• Additional staff will be added through Title I support to reduce class size.</li> <li>• Additional staff will support Math instruction and targeted Math interventions through inclusion and pull outs</li> <li>• Extended day programs will support and extend Math proficiency.</li> </ul>	1,2,3, 4,5,9	\$40,540 Title I (Carry Over) Allotment	School Teams, Curriculum Support Teachers, Individual teachers, ESOL and SWD teachers, grade level administrators	August, 2008- May 2009  Ongoing
b. Language Arts – <ul style="list-style-type: none"> <li>• Kindergarten and 1<sup>st</sup> grade will continue GSU's First Chance Program monitoring.</li> <li>• 1<sup>st</sup> grade will have Reading Recovery support.</li> <li>• 2<sup>nd</sup> grade – 5<sup>th</sup> grade will have literacy support for reading and writing.</li> <li>• Additional staff will be added through Title I support to reduce class size.</li> <li>• Additional staff will support Language Arts instruction and targeted Language Arts interventions through inclusion and pull outs</li> <li>• Extended day programs will support and extend Language Arts proficiency.</li> </ul>	1,2,3, 4,5,9		School Teams, Curriculum Support Teachers, Individual teachers, ESOL and SWD teachers, grade level administrators	August, 2008- May 2009  August, 2008- May 2009
c. Extensions, Enrichment, Extended Day <ul style="list-style-type: none"> <li>• Meet with teachers providing extensions and enrichment. Discuss areas for expansion or improvement, especially for School Enrichment Extended Day Programs.</li> </ul>	1,2,3, 4,5,9		Administrative Team, School	Septemb er 2008

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<ul style="list-style-type: none"> <li>• Provide support for students in Math, Language Arts, Science and the Fine Arts through extended day offerings before and after school.</li> <li>d. Assessment</li> <li>• Prepare common grade level assessments.</li> <li>• Administer frequent mini assessments and collect reports from School Teams and Grade Levels.</li> <li>• Meet with grade levels to compare student work and discuss progress toward targeted goal areas</li> <li>• Review progress in GCPS ELEMENTS technology tool (Pre, Benchmark 1 and 2, Post 1)</li> <li>• Administer all required testing using professional and ethical guidelines and following administration and test security instructions.</li> <li>• Review test taking strategies and test formats.</li> <li>• Provide Staff Development to reflect specific test guidelines.</li> <li>• Provide student support for test taking skills including purchasing support materials.</li> </ul>	1,2, 3, 4, 5, 9,10	\$30,000.00 United Way Title I (Carry Over) Allotment	Teams and individual teachers  Individual teachers, grade level administrators, Test coordinator, Technology Team	August, 2008- May 2009  August, 2008- May 2009
<p><b>PROFESSIONAL LEARNING</b></p> <ul style="list-style-type: none"> <li>a. Provide support to implement Quality Plus Teaching Strategies/Best Practices through staff development.</li> <li>b. Provide instruction to address targeted academic AKS skills and making best use of time on task.</li> <li>c. Provide Quality Plus Teaching Strategies for Acceleration and Skill Maintenance.</li> <li>d. Focus on new GPS Math and Science and Mastery Vocabulary for all students.</li> <li>e. Provide leadership training and opportunities for leadership development.</li> <li>f. Provide opportunities for teachers to collaborate, observe and evaluate student work</li> <li>g. Provide support in transitioning to the teaching profession and as a new employee in GCPS. Provide: instruction on county and local policies, staff development, observation and mentors for new staff. Meet</li> </ul>	1,2,3, 4,5	\$18,000 Title I (Carry Over) Allotment	Administrative Team,, Curriculum Support, School Teams, Technology Team	August, 2008- May 2009



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<p>calendar entries.</p> <p>h. Parents will receive all required Title I documents and a signed Parent School Compact will be on file for every student.</p> <p>i. All Parent Involvement Title I plans and goals will be met. The Title I and Title I Parent Involvement Budgets will be monitored and spent wisely. All funds supporting parent involvement will be monitored.</p> <p><i>*Funds from Title II, Improving Teacher Quality, have been combined with Title I Funds to support the school's improvement efforts. These combined funds support the school's professional learning plans.</i></p> <p><i>*Funds from Title III, Language Instruction for Limited English Proficient and Immigrant Students, have been combined with Title I funds to support the school's improvement efforts. These combined funds support the school's efforts to provide supplemental services to ELL students to improve their language proficiency.</i></p> <p><i>*Funds from Title IV, Safe and Drug-Free Schools, have been combined with Title I Funds to support the school's improvement efforts. These combined funds support the school's efforts to foster a safe and drug-free learning environment which supports student academic achievement.</i></p>				

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**SECTION IV**

**MID-YEAR IMPLEMENTATION UPDATE**

<p><b>What evidence do you have to support progress made toward the indicators of success which were established in the Fall?</b> (Include any benchmark or local school assessment data)</p>	<p><b>Based upon your analysis of mid year data, what are your plans to ensure that you achieve your indicators of success by the end of the school year?</b> (Include any implementation plans and or other activities that you have planned based upon this analysis. Include interventions and extensions to achieve indicators of success.)</p>

**Comments:**

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Area Superintendent's Signature

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

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<b><u>SECTION V</u></b>	
<b>Results</b>	<b>Conclusions</b>

**Comments:**

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Area Superintendent's Signature

\_\_\_\_\_  
DATE

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DATE