

**Baker Elementary**

**Public Law 221**

**School Improvement Plan**

**Revised June 1, 2009**

**Baker's Mission Statement:**

**The Baker Elementary Family puts all children first in a safe school setting, by providing opportunities for all students to become responsible lifelong learners.**

# Steering Committee

**Chairperson** – Kathy Simmons

**Curriculum and Assessment** – Candy Wilson, Kathy Simmons, Deb Morrison, Keri Rose, Melissa Hinds, Darlene Smithson, Sue Mayes, Allison Hottinger

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## School and Community Profile:

Baker Elementary is a kindergarten, first and second grade elementary school, located at 600 S. Oak Street, Winchester, within the Randolph Central School Corporation. A predominately rural area, it is located in East Central Indiana, approximately 10 miles from the Indiana/Ohio border. Baker is a neighborhood school that is a “sister” school to Willard Elementary which hosts third through fifth graders in the southern part of Randolph Central. O.R. Baker Elementary was named after Oscar R. Baker, a former Randolph Central School Corporation superintendent. The original building was built in 1958, with the dedication ceremony held on September 20, 1959. A sizeable building addition was constructed and completed in August 2002. At the beginning of the 2003-2004 school year, the second grade was moved from Willard Elementary and added to Baker Elementary to finalize the Kindergarten-Second Grade configuration.

Baker Elementary houses five full-day kindergartens, five first grades, four second grades consisting of approximately 290 students. Thirty-four percent of the students qualify for free and reduced lunch. Ninety-nine of our students receive free lunch and eighteen students receive reduced lunch rates. Our staff is comprised of five full-day kindergarten teachers, four first grade teachers, four second grade teachers, two Reading Recovery/Literacy teachers, one Special Education teacher, two part-time counselors, one part-time music teacher, one part-time art teacher, one part-time physical education teacher, one part-time speech/language pathologist and a paraprofessional as a librarian/media specialist. We have three

Title I literacy paraprofessionals, seven Prime Time paraprofessionals, two special education paraprofessionals, one secretary, one health aide, one full-time custodian and one part-time custodian. Baker shares a school nurse with the four other schools in the Randolph Central School Corporation District. Baker also houses two preschools through the Greater Randolph Interlocal Cooperative program.

Educational programs offered at Baker include the 4-Block Literacy Model, Building Blocks for Kindergarten, Title I Literacy Groups, Saxon Math curriculum, Reading Recovery, Physical Education, Music, Library, Art, Classroom and Individual Counseling. Our students with special needs receive services from a certified teacher and two non-certified staff members in a least restrictive environment. Our related arts program is on a 6-day rotation as we share some staff with Willard Elementary and Deerfield Elementary. At the present time, Baker Elementary offers limited technology instruction. Accelerated Reader and some instructional keyboarding are the focus of our instruction. Some Internet instruction is taking place with developmentally appropriate programs for our students. Some tutorial programs for math and reading are also used for practice.

In spite of our somewhat economically depressed condition, Randolph County strives to provide its residents with a high quality of life, rich in tradition and heritage. Winchester takes pride in its world famous, half-mile Winchester Speedway. We are also home to the Wick's Pie Factory and Silver Towne, a family-owned mint, coin dealership and gift shop. In addition, we have also recently added

a new hotel, The Randolph Inn and Suites. We are proud to have a Y.M.C.A. which sponsors family centered activities. Although many small businesses have closed in the last decade, we continue to prosper with franchise businesses establishing themselves in our fine community. Randolph County is fortunate to have a very strong ministerial association, which provides local outreach services to many residents in need.

## Climate and School Environment:

Through the Inquiry Process, the Baker Elementary Family of Educators have developed these guiding principles that will lead us to accomplishing our goals.

- Baker Elementary will continue to implement brain compatible elements of climate, community, and curriculum. Baker teachers have established yearlong themes, conceptual key points, and knowledge key points. The Baker staff is continuing implementation of these yearlong themes.
- The Baker teachers will be working to implement brain compatible themes along with our own action plan to accomplish goals set forth as a part of their professional development plan.
- The Baker Elementary Staff believes that curriculum coordination throughout the corporation is crucial to developing sound educational practices for our young children. Most importantly, these teachers value collaboration as they investigate and implement best practices in primary instruction.

- Baker Elementary teachers believe in the whole language approach to literacy and writing instruction. Pat Cunningham's 4-Block and Building Blocks Literacy Models in all grades, promotes immersion in print as children apply pre-reading, reading, and writing skills in a variety of texts. These models will provide individual conference times for students to discuss reading selections and writings with their teachers. The Baker Staff is investigating best practices in literacy group configuration and how to best facilitate leveled instruction with Title I assistance.
- Project C.L.A.S.S. (Connecting Learning Assures Successful Students) is Baker Elementary's vehicle to enhance student success. C.L.A.S.S. connects student's emotions, character skills, learning styles, experiences, and personalities in a non-threatening learning environment. All Baker Elementary School teachers incorporate components of C.L.A.S.S. into their daily instruction.

## Curriculum Location:

Teachers and staff house curriculum guides in their classrooms for use and reference. Teachers also have sets of the Indiana Standards for their grade levels located in their individual classrooms. Complete sets of the Indiana Standards are also located in the school library. Parents receive copies of the Indiana Standards for their child's grade level each year.

# Titles and Descriptions of Assessment Instruments:

For the purpose of this document, the term assessment is used to describe the tools used to measure student progress.

Assessment measures at Baker Elementary include the following:

Kindergarten:

- pre-screening
- Saxon Math Oral Assessments
- Word Wall Oral Assessments
- Letter/Sound Identification Screenings
- Indiana Reading Assessment—3 Administrations
- 9-Week Writing Assessments (6+1 Traits)
- Early Star Literacy
- NWEA Computer Testing – 3 Administrations
- Cog At (Students scoring in top 25 percentile on NWEA) for Cluster Group consideration

First Grade:

- Indiana Reading Assessment—3 Administrations
- Rigby PM Benchmark Series—Used to establish reading levels
- 9-Week Reading Level Testing—Levels 4,8,12
- Text Level Reading Testing—Individualized with Level 18 or higher recommended for promotion
- Running Records—As needed for individual students throughout the year. Also administered at the end of the school year for instructional text level.
- Indiana Saxon Math Oral and Written Assessments
- 9-Week Writing Assessments (Indiana Reading Assessment Writing Rubric)
- NWEA Computer Testing – 3 Administrations
- Cog At (Students scoring in top 25 percentile on NWEA) for Cluster Group consideration

Second Grade:

- Indiana Reading and Writing Prompt Assessment—3 Administrations
- Level 21 Fall Reading Accuracy and Comprehension Testing
- Level 22 Semester Reading Accuracy and Comprehension Testing
- Level 23 Spring Reading Accuracy and Comprehension Testing
- Level 24 Silent Reading Comprehension testing at the end of the school year
- NWEA Computer Testing – 3 Administrations
- Cog At (Students scoring in top 25 percentile on NWEA) for Cluster Group consideration
- Math Written Assessments

## Descriptions of Assessments:

### **INDIANA READING ASSESSMENT**

Kindergarten, First and Second Grades

The Indiana Reading Assessment is designed as a tool that will provide kindergarten, first and second grade teachers with information about how well each student is acquiring skills necessary to become a good reader. Assessments are given three times during the year in an informal classroom setting. Teachers score their own assessments and scores are used only for improving instruction.

### **NINE WEEK READING LEVEL TESTS**

Levels 4,8,12 for First Grade Students

Level 21, 22, 23 for Second Grade Students

The Baker Staff uses Rigby PM Benchmark stories at the end of each nine week grading period to determine how our students are performing at pre-determined levels. At the first grade level, we begin asking comprehension questions when children are reading at the level 8 benchmark. At the second grade level, comprehension tests based on the Rigby PM Benchmark stories are administered every grading period.

### **TEXT LEVEL READING TESTING—Individualized**

First and Second Grade Students

Baker Elementary Reading Recovery teachers test the text level of reading on every first grader at the beginning of the school year, as well as at the end of the year. The teachers use this information to establish literacy groups. The texts are from Reading Recovery. The purpose of the test is to determine a level of reading for each child, at the beginning of the year, and then at the end of the year. Through this testing the growth can be measured. The test gives a percentage of accuracy in oral reading and a self-correction rate. Errors and self-corrections can be studied to see if meaning, structure or visual information is being used by the child. As children progress to second grade, we use end of the year reading levels from first grade to start children in literacy instruction. Final text levels are established at the end of the second grade year on teacher recommendation.

## **WRITING ASSESSMENTS—Each Grading Period**

Kindergarten, First and Second Grades

Writing assessments are administered once during each 9-week grading period. The writing analysis used in Kindergarten is very helpful in determining the stage of writing development. Those levels included on the rubric are: not at all, partially, solidly, and proficient. First and Second Grades evaluate the categories of Ideas and Content, Organization and Focus, Style: Word Choice, Voice, and Sentence Fluency, and Conventions: Capitalization, Spelling, and Handwriting.

## **RUNNING RECORDS**

First and Second Grade Students

Within our literacy groups, we occasionally use a running record of a new text to check on the needs of a particular child or to determine whether or not the child is working at an appropriate instructional level within a group.

## **SOUND/LETTER IDENTIFICATION SCREENINGS**

Kindergarten and First Grade

Letter identification assessments are provided to kindergarten teachers through the Indiana Reading Assessment. An oral assessment to determine a student's ability to identify letter sounds correctly is also given. It is given to students individually with the teacher using a letter card and prompting a student to identify, on their own, what sound random letters make. Letter identifications are done by using a list of letters arranged in random order. Students are asked to read the letters from left to right. This is checked at least twice a grading period.

## **HEARING AND RECORDING SOUNDS IN WORDS**

Kindergarten

Hearing and Recording Sounds in Words is a dictated sentence used to evaluate a child's ability to hear sounds and then record the letter representing the sounds. Phonemic awareness and letter identification are two big indicators of a child's likelihood of reading success. This is administered at the end of the kindergarten school year.

## **WORD WALL ASSESSMENTS**

Kindergarten, First and Second Grade Students

There are two different tests given for word wall assessment:

Reading—Teachers give this test to students individually during each nine week grading period. During the second semester, word wall assessments are given weekly at the kindergarten level. At the first grade level, word wall assessments are administered at the end of each nine week grading period. At the second grade level, word wall assessments are administered at the end of the year. Each teacher gives an oral reading assessment of word wall words. As a student reads the list, an adult will highlight the words read correctly. An incorrect response will be recorded next to the word. A percentage is then given on the amount of correct responses. The fourth nine week assessment is put in literacy folders.

Writing—Each teacher in first and second grade gives a writing assessment of word wall words each nine week grading period. The testing is broken down into smaller segments and given over the course of a week. The students are asked to write the words on pre-numbered paper. This is given orally like a regular spelling test. During the first, second and third nine week grading periods, the words on the word wall are not covered for first grade. During the fourth nine week grading period, the words are covered or taken down for all students. At the second grade level, multiple-choice tests are administered during each nine weeks. Kindergarten students do not have a written word wall assessment.

## **SAXON MATH ORAL ASSESSMENTS**

Kindergarten and First Grade

Assessments in kindergarten are all oral and occur every 10 lessons. The oral assessments provide an opportunity for the teacher to witness, one-on-one, how a student is able to manipulate materials and verbalize concepts and procedures. Saxon assessments include number concepts, patterns, money, time, computation, problem solving, measurement, geometry, fractions, graphs and charts.

First Grade oral math assessments occur every ten lessons. Oral assessments provide an opportunity for the teacher to witness, one-on-one, how a student is able to manipulate materials, verbalize concepts and procedures.

## **SAXON MATH WRITTEN ASSESSMENTS**

### First Grade

Written assessments occur every five lessons in first grade. Written assessments for first grade allow students to demonstrate understanding of skills and concepts in written form. Saxon assessments include number concepts, patterns, money, time, computation, problem solving, measurement, geometry, fractions, graphs and charts.

## **MATH WRITTEN ASSESSMENTS**

### Second Grade

Written assessments occur every five lessons in second grade. Written assessments for second grade allow students to demonstrate understanding of skills and concepts in written form. Assessments include number concepts, patterns, money, time, computation, problem solving, measurement, geometry, fractions, graphs and charts.

## **NWEA TESTING**

NWEA (Northwest Evaluation Association) is a computer based test given to Kindergarten, First, and Second Grade students three times a year. This test is used as a tool for teachers that shows percentile range in math and language arts areas compared to other students in their grade level nationwide or district wide. It is used as a tool by teachers to direct their teaching in these areas.

## **COG AT**

The Cog At (Cognitive Abilities Test) is a multiple choice test given in the spring to Kindergarten, First, and Second Grade students who have scored in the top 25<sup>th</sup> percentile on the math and /or language arts sections of the NWEA test, or by teacher recommendation. This test is used to help determine who may qualify and may be chosen to be a member of a small cluster group of highly able students for the upcoming year.

# Summary of Data

Kindergarten post test documentation from Early Prevention of School Failure from 2004 to 2007 has been consistent.

	Highest Score	Lowest Score
• 2005-2006	35	20
• 2006-2007	36	16
• 2007-2008	38	14

First Grade – Documentation from 2005-2006, 2006-2007, 2007-2008

- Oral Word Wall Assessments – Students have scored between 96%-97% accuracy in reading Word Wall words. In 2008, students scored an average of 97% accuracy in reading Word Wall words.  
Written Word Wall Assessments – Students have scored between 86% - 89% accuracy on the written Word Wall word assessment.
- In 2008, students scored an average of 87% accuracy on written Word Wall words.
- Running records administered throughout the past three years have shown improvement throughout each year with fewer students scoring below 90% accuracy.

Second Grade – Documentation from 2004-2005, 2005-2006, 2006-2007

- Oral Word Wall Assessments – Students have scored between 93%-95% accuracy in reading word wall words.
- Written Word Wall Assessments – Students have scored between 81%-82% accuracy on the written word wall word assessment.
- Running records administered throughout the past three years have shown improvement throughout each year with fewer students scoring below 90% accuracy.

## **How Our Curriculum Supports Achievement**

### Conclusions

By implementing the C.L.A.S.S. model of teaching, our teachers provide instruction of the Indiana State Standards through various topics in the classroom. Our textbooks are also designed to meet the Indiana State Standards. We have supplemented these textbooks with materials to further prepare our students for the standards and the standardized tests of Indiana.

Our kindergarten and first grade subject based report cards were designed incorporating the Indiana State Standards.

At Baker, a large emphasis is placed on reading and writing. We have formed literacy teams that go into each classroom to work with students in developmentally appropriate groups. Our school has created a literacy resource center where teachers and staff can check out leveled materials to use during literacy instruction. Our kindergarten students use the Star Early Literacy program each nine weeks. First and Second grade students participate in Accelerated Reader Program. They also use the Star Reading technology assessment. Running records are given to our first and second grade students each nine weeks using the Rigby testing series. We have collected and recorded this data to use for comparison from year to year. This information helps guide our instruction in those areas. Our students are also given oral and written word wall assessments each nine weeks. The results are shared with parents and provided to the next grade level teacher. This past year, our students used NWEA (Northwest Evaluation Association) to assess their progress in literacy.

This was given to the students in our computer lab three times during the school year. The information from the testing was used by teachers to guide their instruction. Our teachers also did research on the 6+1 Writing Traits.

Teachers focused on the writing traits during their writing instruction.

For the past two years, we have participated in Project Share to help improve our instruction in the area of algebra. Two of our teachers have been trained in Project Share and four more of our teachers will be trained this summer. Currently, we use Saxon as our primary source of instruction in math.

Teachers provide daily lessons to the students. They also provide instruction during math meeting which entails the use of the calendar, identifying the days of the week and months of the year. Instruction on patterns and identifying numbers is also provided at this time. Our students also took the math NWEA (Northwest Evaluation Association) test in the computer lab. This was also given to the students three times during the school year. Teachers also use other various resources and the Indiana Frameworks to provide instruction in math.

## **How Instructional Strategies Support Achievement**

### **Conclusions**

Baker Elementary teachers have participated in the Connected Learning Assures Successful Students program for many years. Many of our teachers have attended Summer Institute where they have learned how to use best practices to achieve student success. Our building has been designed to provide a safe nonthreatening learning environment where children can be risk takers and grow in their knowledge. Students are taught the Life Goals which are doing the right thing and treating people right as soon as they enter our school. Each week our principal features one of the Lifelines which are characteristics that good citizens demonstrate during the students' morning meeting. The teachers build on these characteristics in their classrooms. Each teacher is encouraged to create a classroom community where students help each other process information.

Our classroom teachers use the literacy links to help students improve their comprehension skills. In addition to the literacy links our Reading Recovery teachers have trained the staff on reading strategies. Students are placed in developmentally appropriate small groups for reading and writing instruction. Students are encouraged to use strategies to problem solve when reading. The Baker Elementary teachers have designed Yearlong Plans connecting Indiana State Standards to topics which guide their instruction. During instruction our teachers use grade level appropriate strategies to meet students' needs. When our teachers evaluate students they are aware of and use questions in non-standard as well as standardized testing format.

When possible the Baker teachers work together to use different vehicles of instruction to enhance student learning. Our students take classroom walking study trips and field trips. When appropriate community service people come in to share their knowledge. Teachers and students participate in service learning projects such as visiting our local nursing home. We also encourage students and staff to recycle in our building. Supplies and letters were gathered to send to our troops overseas. We try to help students recognize that their contributions help make our world a better place.

## **Conclusions About Student Achievement**

When analyzing the data collected on our students, we found some areas of concern that need to be addressed. By analyzing EPSF (Early Prevention of School Failure) post-test information, oral and written Word Wall assessments, and ISTEP exam scores, we have come to some conclusions about our student achievement and instruction in Language Arts.

- In Kindergarten, information gathered from Spring 2005, 2006, and 2007 has shown improvement to be consistent over the past three years. This testing showed only a difference of two points between the years for the highest students and a difference of four points between the years for the students scoring the lowest.
- When analyzing the scores from the Oral and Written Word Wall testing, our students' scores have also been consistent over the past three years in the first and second grades.
- ISTEP scores reported in 2005 showed that 67% of our students passed.
- ISTEP scores reported in 2006 showed that 64% of our students passed.
- ISTEP scores reported in 2007 showed that 80% of our students passed.
- ISTEP scores reported in 2008 showed that 72% of our students passed.

The Baker Elementary teachers believe that continuing to use developmentally appropriate leveled books will continue to foster students' love of literacy. Literacy teams will continue to assist in classrooms providing students with opportunities to improve in their reading and writing skills. An area of focus that emerged from our ISTEP scores in 2005 was in writing applications. We believe that our students need better instruction in this area.

- ISTEP scores reported in 2006 showed that 65% of our students passed writing process, 61% passed writing applications, 59% passed writing conventions.
- ISTEP scores reported in 2007 showed that 78% of our students passed writing process, 76% passed writing applications, 76% passed writing conventions.
- ISTEP scores reported in 2008 showed that 67% of our students passed writing process, 69% passed writing application, and 71% passed writing conventions.
- ISTEP scores reported in 2008 showed that 67% of our students writing process, 69% passed writing applications, and 71% passed writing conventions.

Math has been an area of concern for our students for several years.

- In 2006, 53% of our students passed ISTEP.
- In 2007, 69% of our students passed ISTEP.
- In 2008, 63% of our students passed ISTEP.

We also noticed that more students are passing math after third grade.

Taking this into consideration, the primary grades must address how we are instructing our students to assure that more of our students are being successful on ISTEP in third grade.

## **FAMILY AND COMMUNITY INVOLVEMENT**

Parents of students from Baker Elementary are invited to participate in their children's education both at school and at home. Activities are planned and developed to meet both children's and parents' needs. A volunteer policy was created and guidelines were established to help our parents and volunteers understand our expectations at Baker Elementary. Parents and volunteers are also asked to participate in a criminal history background check to insure that our students are safe.

Our parents were asked to fill out a parent survey in an effort to make our staff aware of areas needing improvement. 35% of the surveys were returned to our school. Comments and suggestions from parents are provided. As a staff, we will continue to analyze these comments and implement improvements.

The majority of the “disagree” comments were in three areas as follows:

- Notification of speech, hearing, dental, and eye examinations conducted at Baker
- Notification of any health concerns my child has been exposed to while at school, such as head lice.
- Making good use of parent skills and talents.

These are areas of concern that we are continually researching and discussing within our corporation.

(Also see appendix for Title I Parent Involvement Policy, Volunteer Policy, and Parent Guidelines for Supervising Field Trips)

\*\*\*Page 19 is a tally sheet for our surveys.

**Baker Elementary School Parent Survey**

**Culture Comments**

12-7-07

School personnel are friendly to me.

- AWESOME!
- Extremely wonderful
- We have nothing but great to describe Baker School.
- I am satisfied with the amount of parent/community involvement at Baker School.
- I think we could definitely do better.
- Sometimes it is hard to attend for me.
- I feel appreciated as a parent at Baker.
- Extremely wonderful.
- I am treated like a partner in my child's education.
- Not by the teacher, I feel put off.

**Baker Elementary School Parent Survey**

**Volunteering Comments**

12-7-07

Volunteers are warmly welcomed and encouraged.

- Don't know.
- We have not volunteered to help yet.
- Personally don't volunteer, but know parents that do.
- Baker has made good use of my skills and talents.
- Would like to know of more opportunities to volunteer at Baker.
- I'm willing to do poison prevention talks to the Kindergarten classes.
- Sometimes in the past.

**Baker Elementary School Parent Survey Classroom Comments**

12-7-07

I work with my child on interactive homework at home.

- Homework is not necessary for kindergarten.
- Way too much homework. Too difficult for age group.
- I am well informed concerning school policies and procedures.
- Is it the principal's policy to grade first graders spelling on writing rubric- every word even if it has never been a word wall word yet?

**Baker Elementary School Parent Survey Communication Comments**

12-7-07

I am informed of upcoming class trips/class parties.

- More notice on field trips would be nice.
- I appreciate the weekly letters. It helps to keep me informed of class activities.
- I am informed of my child's behavior and performance while at Baker.
- When graded papers come home it is sometimes difficult for me to explain to my first grader why points were deducted.
- I wish to know when my child doesn't listen or gets time off.
- I appreciate the patience and respect that is given to my son.
- I really appreciate it when I'm told of good behavior.
- Impressive effort.
- I feel my input is considered in making decisions at or about Baker School.
- Unsure.
- Don't know.
- I am notified of my child's results of speech, hearing dental and eye examinations conducted at Baker.
- Not yet.
- Only by my child. No notes were received.
- Didn't know any were conducted.
- Not informed of results or when taking place.
- I am notified of any health concerns my child has been exposed to while at school, such as head lice.
- Sometimes.
- I was notified about Scarlet Fever not about lice just word of mouth through parents.
- Not as of now.
- Very bad last year.
- No notes sent home and several cases in class.
- When my child fell and hurt her eye I wasn't called. Please do so next time.

## Baker Elementary School Parent Survey Additional Comments

12-7-07

To be more family friendly, my child's teacher or Baker School could...

- Not do more.
- I am proud that my son is a student at Baker.
- I am very satisfied with my interaction with Baker Staff.
- I am pleased with my student's teacher.
- Not change a thing. Good Job Kindergarten teachers and staff.
- Just keep doing what you are doing.
- Do nothing more than she is already doing.
- I don't think there is a whole lot of room for improvement. Baker is wonderful. I wish the kids could stay in Bakers atmosphere all the way through 12<sup>th</sup> grade.
- As you alternate buildings for PTA meetings, it would be nice to also alternate days, for those of us who cannot make it on Monday nights.
- Baker is friendly and inviting.
- Nothing! Your school and teachers are great with kids and I as a parent thank you!
- Remain as they are! I believe that Baker School employees have real PRIDE in their work and school.
- Inform of when lice is in school and/or classroom. Baker is a wonderful school and I am thankful for the kind and loving: principal, teachers, and staff!
- Not change a thing. I am very happy with the school personnel. My child loves her teacher, the principal, and the secretary. So that shows you guys are doing a wonderful job! And I thank you for that!

## **Technology As A Learning Tool**

### Present Status:

At the present time, Baker Elementary has a Media Center with 25 student workstations and a mobile LCD presenter. Each classroom is equipped to operate three student computers and one teacher computer.

The Baker facility is operating on a Windows network with an enhancement application for attendance and a grade book program for second grade.

### Current Programs:

#### Kindergarten Students

**NWEA** – Northwest Evaluation Association

**Tux Paints** – Drawing, Word Processing, Painting Program

**Early Star Literacy** – Renaissance Place – Reading Comprehension (teacher administers)

**Internet** Access

**Sammy Science** – key science skills

**Key Skills** – Language Arts Program

#### First Grade Students

**NWEA** – Northwest Evaluation Association

**Sammy Science** – key science skills

**Key Skills** – Language Arts Program

**Tux Paints** – Drawing, Word Processing, Painting Program

**Star Reading** - – Renaissance Place – Reading Comprehension (teacher administers)

**Accelerated Reading** – Renaissance Place – Reading Comprehension

**Internet** Access

**Type To Learn Jr.** – keyboarding skills

Second Grade Students

**NWEA** – Northwest Evaluation Association

**Sammy Science** – key science skills

**Key Skills** – Language Arts Program

**Tux Paints** – Drawing, Word Processing, Painting Program

**Type to Learn, Jr.**

**Splish Splash Math**

**Star Reading** – Renaissance Place – Reading Comprehension (teacher administers)

**Accelerated Reading** – Renaissance Place – Reading Comprehension

**Internet** Access

**Type To Learn 3** – keyboarding skills

Future Status:

The Baker faculty and staff have a vision of three or four working student workstations. The Baker staff would like to see the Media Center with an automated library system. The Baker staff is currently investigating software possibilities as we evaluate our needs within the curriculum. The Baker staff also has a vision of purchasing a writing surface interactive white board smart board for the Media Center. The Baker staff would like to see a stationary ceiling mount LCD projector installed in the Media Center.

(See Baker Elementary Technology Plan in the appendix.)

## **SAFE AND DISCIPLINED LEARNING ENVIRONMENT**

The Baker Staff takes pride in the nurturing and caring environment we provide for our students and families. As children enter the early years of school, parents are especially concerned about their safety and well-being at school. The following procedures and policies are in place to ensure school safety:

**Crisis Emergency Plan** – Randolph Central School Corporation has in place guidelines for responding to aspects of crisis. Teachers have manuals in their classrooms, placed under their desks in plastic holders to ensure confidentiality and safety. In addition Randolph Central has these procedures in an easy to use flip chart that each teacher keeps with their manuals. Each school participates in various drills.

**Fire and Tornado Drills** – Baker Elementary complies with the state mandate of conducting monthly fire drills and bi-semester tornado drills. Special instruction is provided to kindergarten students in the fall as they are becoming accustomed to the procedure. Instructions are posted in each classroom directing guest teachers where students are to go in case of an emergency.

**Security System** – Baker Elementary is equipped with fire alarm and security system protection from A.D.T. Security Systems.

**School Dismissal** – The Baker teachers assist with school dismissal each day. Children who ride buses are dismissed first at the front or east side of our building. After the buses depart, students who are picked up by parents are escorted outside. They are picked up at the back or west side of our building. Children who routinely walk home are assisted across the street by the principal and other Baker staff members.

**Personnel Identification** – Each staff member wears an identification tag providing their name and picture. Visitors to our school are also required to stop at the office. They sign in to receive their visitor pass which they must wear.

**Locked Building Outside Doors** – During morning arrival times and afternoon dismissal times our building doors are unlocked. Shortly after morning arrival, all doors except the entrance are locked. Recess duty teachers take an emergency bag which contains first aid supplies, a hand held radio and keys to the outside recess doors.

# **PL 221 Goals & Strategies Planning Sheet**

## **2009-2010**

### **Goal: Baker students will increase Reading achievement.**

Action Goal One: Kindergarten students will demonstrate oral language skills by communicating in complete sentences.

#### Strategies:

- Students will speak in complete sentences during recalling and re-telling of stories.
- Students will answer questions in complete sentences during discussion.

#### Person(s) Responsible:

- Classroom teachers
- Title I Staff

#### Benchmark(s) for Progress:

- Conduct end-of-year oral interview with the student, during which the student responds in complete sentences.

## Resources:

- Classroom reading materials

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**Action Goal Two:** Students in first and second grade will demonstrate mastery of comprehension in grade level appropriate literacy text.

## Strategies:

- Students will discuss the plot, setting, and characters through weekly reading activities in conjunction with their story.
- Students will retell the beginning, middle, and end of a story through various reading activities.

## Person(s) Responsible:

- Classroom Teachers
- Title I Staff

## Benchmark(s) for Progress:

- Incorporating the Benchmark Text Level Assessment, the student will be able to retell at least 2 of the 3 story elements (plot, setting, character). This will be done during the second semester each year.
- Incorporating the Benchmark Text Level Assessment, the student will be able to retell at least 2 of the 3 story parts (beginning, middle, and end). This will be done during the second semester each school year.

## Resources:

- Rigby Text Level Assessment

Action Goal Two: Students in First Grade will apply language conventions by writing in complete sentences using correct capitalization and punctuation.

Strategies:

- Students will use daily writing activities to show proper sentence structure.
- Students will demonstrate the ability to recognize errors in sentences using DOL (Daily Oral Language) and daily writing activities.

Person(s) Responsible:

- Classroom Teachers
- Title I Staff

Benchmark(s) for Progress:

- Using the Indiana State Diagnostic Assessment Writing Prompt, the spring of the year, the student will achieve all points possible for the complete sentence with capitalization and punctuation category, using the Indiana Reading Diagnostic Writing rubric.
- Using a DOL (Daily Oral Language) Assessment to correct capitalization and punctuation on sentences written incorrectly, a student will score 80% or better during the fourth nine weeks.

Resources:

- McDougal, Littell Daily Oral Language

Action Goal Three: Second Grade students will apply language conventions in daily written activities and oral classroom participation.

Strategies:

- Students will participate in daily language review correction activities.
- Students will apply daily language review skills to their oral communication in the classroom.

Person(s) Responsible:

- Classroom Teachers
- Title I Staff

Benchmark(s) for Progress:

- Weekly DLR (Daily Language Review) test with 80% mastery throughout the year.

Resources:

- DLR (Daily Language Review) Books and transparencies, overhead, correction pens.

Action Goal Four: Second Grade students will demonstrate the ability to write to a prompt in a sequential order.

### Strategies:

- Students will write complete meaningful responses to weekly selection tests.
- Students will use journals to compose thoughts periodically throughout the week in response to weekly themes.

### Person(s) Responsible:

- Classroom Teacher
- Art Teacher
- Title I Staff

### Benchmark(s) for Progress:

- Using the Indiana State Diagnostic Assessment Writing Prompts, the student score will be in the developed range of 24-40 points using the Indiana State Diagnostic rubric. This assessment will be each fall, winter, and spring.

### Resources:

- Classroom Reading, Art Portfolio (reading material), overhead, markers, Indiana State Diagnostic Assessment.

**Goal: Baker students will increase achievement in Mathematics Processing Skills.**

Action Goal One: Students in Kindergarten through Second grades will demonstrate mastery in Algebra readiness.

Strategies:

- Students will participate in activities modeled after the Project S.H.A.R.E. trainings.

Person(s) Responsible:

- Classroom Teachers
- Project S.H.A.R.E. Trainers

Benchmark(s) for Progress:

- Primary based problem solving report with 80% mastery by the end of the 2008-2009 school year and continuing through 2010-2011.

Resources:

- Project S.H.A.R.E. book ---Navigation Series
- Project S.H.A.R.E. Teacher Trainers
- NCTM

Action Goal Two: Students in Kindergarten through Second Grade will demonstrate mastery in computation.

## Strategies:

- Students will develop an understanding of basic computation skills through daily instruction and appropriate activities.
- Students will develop an understanding of mathematic vocabulary used for computation during daily oral and/or written activities.

Person(s) Responsible:

- Classroom Teachers
- Title I Staff

Benchmark(s) for Progress:

- A Benchmark Assessment with 80% mastery by the end of the 2008-2009 school year and continuing through 2010-2011. (This is an assessment that will be teacher created during the 2008-2009 school year.)

Resources:

- Money to order materials
- NCTM (National Council of Teachers of Mathematics)
- Project S.H.A.R.E.

## **Improvements**

After analyzing our data about student achievement, some areas of weakness were noticed. We found that we have some very good assessments to address student progress throughout the school year in the area of language arts. However, in the area of mathematics, we use the assessments provided by Saxon Math, teacher generated tests, and assessments included in Indiana Curriculum Frameworks to monitor student progress. This is an area of weakness that needs to be addressed. We feel sequential benchmarks developed for each grade level would be beneficial to teachers and students. We have found that Saxon Math provides us with a large amount of review in the first and second grades. Some evaluation on the amount of review in each grade level needs to be addressed. We also feel like our students need to be placed into developmentally appropriate groups in math much like we do during our literacy group instruction. We also would like to see our students improve in all areas of writing. Our students need to be given opportunities to improve their language skills. They also need to learn new ways to organize their thoughts and ideas. Given that our standards are taught through topics in our classrooms, we feel like our library needs to have more resources that teachers can use to help teach the topics.

With improvements in these areas, we believe that we should see improvement in student achievement over the next three years.

## **Benchmarks for Progress**

### **Kindergarten**

Letter Identification  
Letter Sound Identification  
Indiana Reading Diagnostic Assessments  
Counting (one-to one correspondence)  
Saxon one-on one Math Skills Assessments  
Word Wall Assessments  
Writing Prompts

### **First Grade**

Word Wall Assessments  
Running Records (Reading Level)  
Writing Prompts  
Indiana Reading Diagnostic Assessments  
Saxon Weekly Written Tests in Math  
Saxon one-on one Math Skills Assessments

### **Second Grade**

Word Wall Assessments  
Running Records (Reading Level)  
Writing Prompts  
Indiana Reading Diagnostic Assessments  
Weekly Math Assessments

# INQUIRY

**The Baker Elementary Staff will engage in the following professional development activities as we explore best practices in educational reform.**

- Project Share Training
  1. Teacher leader will train K-2 teachers during one release day per grade level per year.
  2. Ball State Math Facilitators will conduct one classroom-coaching day each year in 2008-9 and 2009-10.
  3. Spring of 2009, teachers will use one release day per grade level to plan instructional activities for the following year that supports research based practices and effective time on task.
  4. Spring of 2010, a one day workshop will be held for all K-2 teachers to modify their math assessments and evaluations, in order to determine grade level minimum competencies.
  
- Professional reading books will be made available to Baker staff to increase knowledge in the area of reading.
  1. Reading with Meaning, Shaping Literate Minds by Linda Dorn and Carla Soffos
  2. Guided Reading by Fountas and Pinelle
  
- In house Reading Recovery Teachers will be available for literacy training and consultation.
  
- Staff will investigate 6+1 Writing Traits.

- Collaboration to share and discuss academic trends, best practices, concerns, strengths, weaknesses, minimum competencies, and other academic issues.
  1. Within Grade Levels
  2. One Grade Level Below
  3. One Grade Level Above
  
- Each grade level K-2 will meet and develop a Math Benchmark Assessment to determine strengths and weaknesses of our math curriculum.
  
- Explore the possibility of a workshop for computation.
  1. Marcie Cook
  2. Department of Education resources

## **Three Year Time Line for Implementation, Review, and Revision**

### **Implementation:**

The Baker Staff will begin implementation of this school improvement plan in August 2008. We will revisit our goals in grade level and literacy teams through the evaluation process. Assessments of progress are developed within each strategy of each goal, therefore, providing tangible evidence of attainment. The Baker Staff will continue the process of data collection and analysis on a continuous cycle throughout the school year. Quarterly assessments provide a wealth of information on our students as we progress monitor each Baker Elementary student.

### **Review and Revision:**

At the end of each school year, our staff will review progress made toward attaining each of our goals. Our grade level and literacy teams will check the progress of the goals and evaluate the benchmarks which have been set for attainment. At the end of the 2008-2009 school year, the Baker staff will analyze our data to see if we have reached our academic goals. If our goals have been met, we will adjust our benchmarks (raise our standards) and/or redefine our goals based on our students' performance on assessments.

### **REVIEW SPRING 2009:**

The Baker Elementary staff reconvened to study our progress on our goals for the 2008-2009 school year. At the end of each school year, we will revisit our goals and make changes based upon the data we have gathered over the course of the school year.

# **Baker Elementary School**

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Winchester, IN 47394

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## **Technology Plan-Section 2** **School Years 2008-2009, 2009-2010, and 2010-2011**

### **Technology Mission Statement**

The mission of Randolph Central Elementary Schools is to connect our students, educators, parents, and community members as partners to promote life-long learning. Technology is an integral part of this process. Technology is the global tool we use to establish the foundation that supports discovery and self-directed learning.

### **Baker Elementary Mission Statement**

The Baker Elementary family puts children first, providing opportunities to become lifelong learners who are responsible citizens, confident in their ability to succeed.

### **Goals**

The Baker Elementary Family of Educators believes that technology is **one** tool to be used in reaching our Public Law 221 Accountability Goals. Our goals, which will aid our staff, students, and community, are:

**Goal 1: C.L.A.S.S. training provides a solid foundation for meaningful teaching and learning.**

**Goal 2: Active, ongoing parental involvement provides support and enrichment for each child's educational success.**

**Goal 3: Focused efforts to meet individual needs will promote optimum student learning.**

**Goal 4: Curriculum addresses the uniqueness of students, state requirements, corporation expectations, and C.L.A.S.S. philosophy.**

**Goal 5: Ongoing evaluation is the basis for continual improvement of educational opportunities at Baker Elementary.**

### **School Will Integrate Technology and the Internet**

- Multimedia technology and Internet will bring students closer to “being there” experiences in other communities and other lands.
- Written communication will be more thoroughly developed, as children are encouraged to communicate effectively.
- Multimedia functions will allow students to import visual aids, such as photographs, maps, graphs, and pictures to illustrate our community to other children.
- Professional literature will be shared among Baker Elementary teachers, other C.L.A.S.S. educators with the state of Indiana, and other teachers across the nation that are utilizing Susan Kovalik’s I.T.I. Model of teaching.
- Teachers will inform parents about school-related activities by posting homework assignments, classroom news, and tips for enriching their children’s educational experiences on the school’s website.
- Parents with Internet access will be able to communicate with their children’s teachers through the corporation’s E-mail.

- Parents with SDS training and Internet access will be able to access their children's current grades through the corporation's website.
- Students will be able to share multimedia projects, such as writing samples and power point presentations over the school's computer network.
- Parents and students will complete cooperative projects at home that reinforce school curriculum.
- Individual learning programs will be designed for students using software to reinforce skills that are below mastery.
- Commercial software, such as Skillsbank, will be available for teachers to use with their students to practice language arts and mathematics skills.
- Enrichment activities, such as research, will be enhanced by the availability of the Internet.
- Teachers will access the Indiana Department of Education's website to keep current on curricular proficiency updates.
- Teachers will share educational methods of reinforcing essential skills in mathematics, language arts, and science.
- Teachers will explore curricular issues as they communicate with other educators from our own school corporation as well as others across the state and nation.
- Teachers will share lesson plans to reach a broad spectrum of multiple intelligences (based on Howard Gardner's Eight Multiple Intelligences).
- Teachers will identify student's intelligences and converse with teachers and experts about teaching to the different "smarts".

- Students will conduct “book talks” about favorite classroom literature. The book talks may take the form of reports, conversations, and multimedia presentations which are computer based.
- Student data, such as mastery of benchmarks, Reading Recovery results, Early Prevention of School Failure information, and literacy gains will be reported and kept on file with portfolio information.
- Research on best practices, accessed on educational websites, will allow teachers to evaluate their present teaching techniques.

## **Professional Development**

Professional development opportunities are offered by four different means: Summer Technology Academy which consists of three days of sessions on different technology areas, during the school year after school or during prep/team time training sessions, on-line training, and the ability to attend out of corporation conferences/training sessions.

## **Assessment Process of the Need for Technology/Telecommunications/Internet**

Our process for evaluating the need for technology / telecommunications /Internet involves the following:

- The media specialist keeps equipment/log sign up sheets/ schedules showing teacher use of computer lab.
- The principal assesses teacher technology use/training through lesson plan books, instructional materials, student projects, report cards, electronic grade books and professional leave records.
- The principal is responsible for obtaining and discussing a technology goal from each teacher for the upcoming school year. The Technology Coordinator receives a copy of each teacher’s goal and how the teacher would like the corporation to help him or her reach that goal(s).

- Technology, Telecommunications, and Internet needs/uses are discussed in grade level meetings with Principal and Curriculum Director. The results of these meetings are then forwarded to the media specialist and Technology Coordinator for consideration.
- The Technology Coordinator surveys teachers/staff for input in planning the Corporation's Summer Technology Academy and school year staff development schedule.
- The school also has a representative that attends Corporation Technology Committee meetings. The committee meets twice a year to evaluate technology needs and to discuss technology use throughout the corporation.

## **Overall Program Assessment and Evaluation**

The school's technology plan is assessed by the following procedure:

- The principal is responsible for collecting the supporting documentation as to whether the plan's goals have been addressed and that will be part of PL221 evaluation.
- The Technology Coordinator and corporation technician are responsible for evaluating the school's infrastructure and equipment with the input of the school's media specialist.
- The Technology Coordinator and media specialist plan staff development training based on the needs of the teachers/students.
- The school's Technology Committee representative takes building needs/concerns to the Corporation Technology Committee. School technology acquisitions are discussed with the Technology Coordinator and technician before purchase orders are written.
- Ultimately, the corporation's Technology Coordinator is responsible for all corporation technology purchases and network decisions for the school.
- The Corporation Technology Coordinator is responsible for working with the Corporation Committee, principal, and media specialist to update and revise the school's tech plan.

## **Student Competencies**

During grades K-5 students should have acquired the skill/ability to:

- Use input devices (mouse, keyboard, remote control) and output devices (monitor, printer)
- Work cooperatively with peers and teacher when using technology
- Use developmentally appropriate multimedia resources to support learning
- Use technology resources for problem solving, communication, and illustration
- Gather information and communicate with others using telecommunications
- Select appropriate tool(s) and technology resources to complete tasks/problems
- Practice responsible use of technology.

## **Student and Staff Assessments**

Student competencies will be assessed by the following methods:

- Computer generated results/presentations/documents
- Accelerated reader and star literacy assessments
- Teacher-designed assessments
- Daily work

Teacher competencies will be assessed by the following methods:

- Lesson plan books
- Teacher instructional materials
- Student completed work/projects
- Approved professional leave forms
- Surveys/questionnaires
- Students have met State Standards
- Report cards
- Electronic grade book (SDS)
- Attendance program (SDS)

**Title I  
Baker Elementary  
Parent Involvement Policy**

Baker Elementary is a Title I school that intends to follow the parental policy guideline in accordance with No Child Left Behind Act of 2001 as listed below. Baker Elementary will distribute this policy to parents of students participating in the Title I program and be updated periodically.

**Policy Guidelines**

- **Convene an annual meeting-** At the beginning of each school year the Title I Coordinator will conduct a meeting informing participating students' parents with information concerning Title I and Part A.
  1. Explain the requirement of Title I, and Part A, and the right of the parents to be involved.
- **Offer a flexible schedule of meetings-** The School will provide morning and evening hours for meetings to maximize the participation of all Title I parents.
- **The school will involve parents in an organized, on going, and timely way to plan, review, and improve programs such as:**
  1. The parent involvement policy will be reviewed yearly during the parent meeting and a time established to make changes if needed
  2. The school improvement plan will be reviewed annually and parents will be included in the review and change process.
- **Participating students' parents will be provided:**
  1. Timely information about Title I programs at meetings, in mailings, and newsletter.
  2. Description and explanation of the curriculum kindergarten through second grade will be posted on the school website, explained during open house, handed out at parent meetings.
  3. Information concerning assessments used to monitor and measure student progress will be shared at parent meetings, math and literacy nights, during parent/teachers conferences, in mailings, and newsletters.
  4. Proficiency levels that students are expected to meet will be given at parent meetings, math and literacy nights, during parent/teacher conferences, in mailings, and newsletters.
  5. Opportunities for decision-making related to the education of their children will be discussed annually during the process of reviewing the Baker Elementary improvement plan by a team of parents organized by the principal.
  6. Materials and training on how parents can improve their child's achievement will be provided by the Title I staff through the Title I office various times throughout the school year.

- **Provide education for school staff on how to build ties between home and school**

1. Provide professional development for the staff concerning instructional strategies and personal relations to empower students and their families to increase achievement.
  2. The Baker Elementary staff will work on team building skills to implement strategies in classrooms to foster cooperative and consistent learning at school and home.
- **Coordinate and integrate parent involvement with Head Start and preschool programs**
    1. Each Spring the Principal and teachers will meet with parents for a Kindergarten transition meeting to discuss learning styles, expectations, and instruction strategies best suited for incoming students.
  - **Send home information to parents that is understandable**
    1. Families whose English is a second language will receive information in their native language. The school will provide an interpreter at school, during meetings, and conferences when possible or needed.
  - **Respond to parent suggestions in a timely manner**
    1. The school administration and staff will maintain an inviting and open door attitude to make parents a welcome and valued team member in their child's education. Parent suggestions will be taken, evaluated, and implemented or discussed in a timely manner. The school will provide support for parent involvement through our teaching staff and Title I support staff.
  - **The "Baker School-Parent Compact" will be distributed to each parent at school registration.**

**Any comments indicating parents' dissatisfaction with the school Title I program must be collected and submitted along with the Title I Application to the Indiana Division of Compensatory Education.**

Baker Elementary values parental participation in many aspects of our students' achievement. There are a number of ways that parent and community volunteers can contribute to student learning in our building.

The following is a list of possibilities to volunteer in our building:

- preparing “Reading is our Bag” backpacks
- Book Fair set-up, tear down, and managing purchases
- field trips
- office assistance
- door greeters
- class parties/festivals
- P.T.A. activities
- career presenters
- Field Day supervisors (P.E. department)
- Christmas program (Music department)

#### Volunteer Guidelines

- Volunteer Form, including a criminal background check, must be completed before volunteering.
- Volunteers must sign-in and out at the office.
- Volunteers must obtain a badge from the office.
- Volunteers are permitted in the building from 8:30-10:30 A.M. and 1:00-2:30 P.M.
- Baker staff has priority over school equipment, supplies, and work space.
- Students must follow procedures at all times under the direction of all Baker staff members and all volunteers.
- When volunteering, parents must use discretion when bringing younger siblings to Baker. Volunteers should consider if the activity requires limited distractions.
- **CONFIDENTIALITY is of utmost importance regarding the well being of our children academically, socially, and behaviorally.**

#### **PARENT GUIDELINES FOR SUPERVISING FIELD TRIPS**

**Thank you for volunteering to supervise students on our field trip.**

**We appreciate you taking the time to attend and help to make this a wonderful learning experience for the children.**

Below are some recommendations for you as you guide your groups throughout the day:

- Please make sure the students you are assigned stay with you at all times. Students should go into the restrooms (not the stalls) with a partner.
- This is a special trip for your child that is in school. We do not allow younger siblings or children who are not a part of the class to attend. Our bus capacity limits must be followed.
- There is no smoking at any time during school events. Thank you.
- We recommend that you do not visit the gift shops. We want the children to have the full benefit of the exhibits on the field trip. Some children will not have money to buy from the gift shops, so please be considerate of all of the children in the groups.
- Should you have difficulty with a child in your group, please notify the teacher as soon as you can make contact with her. She may choose to take the child as a part of her group.
- Students must follow procedures at all times under the direction of all Baker staff members and all volunteers.

**7. CONFIDENTIALITY is of utmost importance regarding the well being of our children academically, socially, and behaviorally.**

Thank you again for supervising our students on this field trip!

