



**LEBANON**  
COMMUNITY SCHOOL CORPORATION

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*In Accordance with Public Law 221 and Indiana Code 20-31-5*  
**School Improvement Plan**  
**2024- 2025**

School Name: Hattie B. Stokes Elementary School  
School Address: 1005 Hendricks Dr.  
School Phone Number: 765.482.5950  
School Fax Number: 765-483-3056  
School DOE Number 0569  
School Corporation Number: 0665

Amber K Walters 9.6.24  
Principal Signature, Amber K. Walters Date

Jon Milleman 9-17-24  
Superintendent Signature, Dr. Jon Milleman Date

[Signature] 9-17-24  
School Board President Signature Date

*Lebanon Community School Corporation will cultivate and reach every student by  
influencing their lives through the power of education.*

Revised: 11/17/2022

## Table of Contents

### Purpose and Direction

- Purpose
- District Mission
- District Vision

### School Improvement Team and Participation

- School Improvement Team
  - Members and Titles
  - Meeting Dates and Times
- \*Description of Parent Involvement and Participation to Support Goals
- \*Stakeholder Input Opportunities to Support Goals
- \*Description of Stakeholder Partnerships and Programs to Support Goals

### Comprehensive Needs Assessment

- Three-year Trend Data
  - Safe and Disciplined Learning Environment
  - Suspension/Expulsion By Sub-group
  - Demographic Data
    - Enrollment by Ethnicity
    - Free/Reduced/Paid Lunch
  - Attendance Data Monitoring and Goals
  - Graduation Rate (high school only)
  - 3-year Trend Data on Student Achievement by Cohort
- Comprehensive Needs Assessment Summary
- Goal Summary and Decision-Making Process **Key System: Academic Growth + Opportunity**
  - Goal and Goal Statement
  - Cultural Competency
    - PRIDE

### School Improvement Plan

- English Language Arts Goal and Action Plan
  - Evidence-Based Interventions
- Math Goal and Action Plan
  - Evidence-Based Interventions
- Goal Summary and Decision-Making Process
  - **Key System: Community Engagement**
  - **Key System: High-Performing + Engaged Workforce**
  - **Key System: Efficient + Effective District and School Operations**
  - Using Results for Continuous Improvement
  - Description of Ongoing Data Review Process

- o SIP Timeline
- o Description of Curriculum

### **Using Result for Continuous Improvement**

- Description of Ongoing District Data Review Process
- Description of Ongoing School Data Review Process
- School Improvement Plan Timeline
- Description of Curriculum
- Career Awareness and Career Development Plan

### **Career Awareness and Career Development Plan**

#### **\*Title I School-wide Components**

- Highly Qualified Teachers and Paraprofessionals
- Strategies to Retain Highly Qualified Teachers
- Transition
- Program Statement
- Parent Compact

### **Definitions**

### **School Improvement Team Assurance Form**

## Purpose and Direction

### School Improvement Plan Purpose

The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for implementation.

### Lebanon Community School Corporation Mission Statement

Lebanon Community School Corporation will cultivate and reach every student by influencing their lives through the power of education.

### Lebanon Community School Corporation Vision Statement

The vision of the Lebanon Community School Corporation is to ensure a quality educational program for all students in a challenging and secure environment. We, as professional, caring educators, will provide a rigorous integrated curriculum that is relevant to each learner. Our students will become self-sufficient critical thinkers who are knowledgeable, skillful, and responsible, and who can succeed as lifelong learners in a diverse society.

## School Improvement Team and Participation

### School Improvement and School-wide Planning Team

Principal	Amber Walters
Assistant Principal	Maureen Rhoades
Kdg. Teacher	Marta Monnett
1st Grade Teacher	Amanda Miller
2nd Grade Teacher	Lisa Fischer
3rd Grade Teacher	Kala Haney
4th Grade Teacher	Heather Burress
5th Grade Teacher	Pam Howe
Special Education Teacher	Megan Foushee
Special Area Teacher	Angela Simms
Title I	Home School Liaison, TBD
Instructional Coach	Sabrina Woodward
Instructional Coach	Abbie Yager
Instructional Coach	Haley Payton
Parent representative	Kasey Bowen

### Dates and Times of Meetings

September 2023	February 2024
October 2023	May 2024
January 2023	

**\*Description of Parent Involvement and Participation to Support Goals**

Stakeholder Input Name & Description	Who Participates	Timeline
Back to School Open House	Parents, Students & PTO	August 2024
Meet the Teacher Night	Staff, Parents & Students	August 2024
Title 1 Parent Mtg.	Parents, Staff & Administration	August 2024
Jumpstart to Kdg.	Incoming Kdg. students	July 2024
HBS Running Club	Staff & Students	Fall 2024
HBS STEM Club	Staff & Students	Fall 2024
HBS Fall Fun Run	Staff & Students	Fall 2024
Watch DOGS Kick-Off	Families, Staff & PTO	October 2024
Veteran's Day Program	Families, Students, Staff & Local Veterans	November 2024
Holiday Shop	Students, Staff & PTO	December 2024
Watch DOGS event	Dads, Students & PTO	January 2025
Winter Dance	Families, Staff & PTO	March 2025
Title 1 Family Nights: Literacy, Math & Social/Emotional Health	Families, Students, Staff, PTO	November 2024 February 2025

**\*Stakeholder Input Opportunities to Support Goals**

Stakeholder Input Name & Description	Who Participates	Timeline
PTO Executive Board	PTO Officers, Parents, Teacher Representatives & Principal	Monthly meetings (August-May)
Math Meetings	All grade level teams K-5	Monthly meetings (August-May)
Literacy Meetings	All grade level teams K-5	Monthly meetings (August-May)
Data/PLC Teams	All grade level teams K-5	Weekly Meetings

		(August-May)
School Improvement Planning Team	Leadership representatives from all grade levels, Special Education, Special Areas, Title 1 & Coaches	Monthly meetings (August-May)
Stokes Student Leaders	Students in Grades 4/5	Monthly Meetings (August-May)
SPN (Successful Practices Network)	Dr. Linda Jordan, Staff & Students	Consistent Professional Development to provide Future-Focused classrooms
Lebanon Education Foundation	Teacher Grants	Bi-annually
Sylvia's Place: Body Safety Training	Students in Grades K-5	Fall Semester
Tech Integration Meetings	All students	Fall

**\*Description of Stakeholder Partnerships and Programs to Support Goals**

Who?	Description of what is provided
Lebanon Education Foundation	First Year Teacher supports
Witham Health Services	Financial Contribution to support student wellness
Freedom Church	Provides student supply assistance, Christmas holiday staff gift, family support
American Legion	Thanksgiving Meals
Mental Health America of Boone County	Provides BASE program for latchkey students and financial assistance to families through scholarships.  Provides the YSPP (Young Scholars Preparatory Preschool) within our school to serve Kdg. bound students access to academic and social skills with a play-based approach while providing structure and routine.
Hussey-Mayfield Public Library	Provides online resources accessible to students and staff
St. Francis In-The-Fields Episcopal Church, Zionsville	Provides holiday gifts to every student K-5
InWell	Provides school-based therapy and life skills specialist for our students along with training and support for our staff
Cummins	Provides school-based therapy and life skills specialist for our students

Junior Achievement - Biztown	Provides a curriculum for 5 <sup>th</sup> grade students to experience business and personal financial decisions into a real world experience with a day long simulation.
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## Comprehensive Needs Assessment

### Three-year Trend Data

#### Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2020-2021	79	0
2020-2022	74	0
2022-2023	91	0
2023-2024	179	0

#### Suspensions by Sub-group

Year/ Sub-Group	2020-2021	2021-2022	2022-2023	2023-2024
American Indian	0	0	0	0
Asian	0	0	0	0
Black	0	0	1	0
Hispanic	7	3	8	18
Multi-racial	3	4	10	10
Native Hawaiian	0	0	0	0
White	69	68	72	151
Female	16	39	27	42

Male	43	35	64	137
IEP - YES	47	46	42	92
IEP - NO	32	29	49	87

**Demographic Data  
Enrollment by Ethnicity**

Year/Sub-Group	2020-2021	2021-2022	2022-2023	2023-2024
American Indian	0	0	0	0
Asian	3	3	2	1
Black	9	8	15	22
Hispanic	34	34	34	31
Multi-racial	27	24	18	16
Nat Hawaiian	0	0	0	0
White	324	286	315	308

**Free/Reduced/Paid Lunch**

Year/Sub-Group	2020-2021	2021-2022	2022-2023	2023-2024
Free Lunch	259	219	228	231
Reduced Lunch	14	37	22	39
Paid Lunch	110	113	104	92



## Attendance Data Monitoring and Goal

Hattie B. Stokes Elementary will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will utilize school personnel such as School Resource Officers and administration to work directly with parents and students when a child's lack of attendance is impacting his/her ability to learn or has met the criteria of a habitual absentee. Our goal is to maintain a school attendance rate consistent with the IDOE definition of "model" or "persistent" attendance.

	2020-2021	2021-2022	2022-2023	2023-2024
<b>Attendance Rate</b>	96.69	92.59	94.58	94.2
<b>Number of Unexcused Absences</b>	1949.0	1860.50	2833.50	2305

## 3-Year Trend Data on Student Achievement by Cohort ELA:

School ID	School Name	Grade 3		Grade 4		Grade 5		School Total	
		ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %	ELA Total Tested	ELA Proficient %
	24 State	81779	38.6%	82893	41.8%	81242	40.3%	493624	41.0%
	23 State	82145	39.7%	80453	40.3%	81840	40.2%	491961	40.7%
	22 State	79916	40.7%	81003	41.1%	81101	41.0%	492536	41.2%
	21 State	79376	38.7%	78964	39.6%	80280	39.5%	485818	40.5%
0665	24 LCSC	275	39.6%	271	44.6%	265	40.0%	1631	42.2%
0665	23 LCSC	265	38.9%	256	37.1%	281	39.9%	1577	38.6%
0665	22 LCSC	248	35.9%	271	41.7%	245	37.1%	1540	40.5%
0665	21 LCSC	257	42.0%	236	31.8%	251	45.4%	1516	40.1%
0569	24 HBS	63	30.2%	59	27.1%	50	18.0%	172	25.6%
0569	23 HBS	62	21.0%	50	28.0%	71	33.8%	183	27.9%
0569	22 HBS	49	14.3%	67	31.3%	63	19.0%	179	22.3%
0569	21 HBS	66	34.8%	64	15.6%	59	35.6%	189	28.6%

**Math:**

School ID	School Name	Grade 3		Grade 4		Grade 5		School Total	
		Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %	Math Total Tested	Math Proficient %
	24 State	81736	52.4%	82851	48.0%	81204	40.8%	493272	40.7%
	23 State	82115	53.1%	80450	48.8%	81819	41.1%	491741	40.9%
	22 State	79945	51.9%	80992	47.5%	81081	40.8%	492283	39.4%
	21 State	79319	48.7%	78906	43.7%	80225	38.6%	485424	36.9%
0665	24 LCSC	275	49.8%	271	50.9%	265	34.3%	1629	41.2%
0665	23 LCSC	265	52.1%	256	44.1%	281	39.9%	1577	41.8%
0665	22 LCSC	248	58.1%	271	52.0%	245	47.3%	1540	45.3%
0665	21 LCSC	257	53.3%	237	46.4%	254	40.9%	1514	41.1%
0569	24 HBS	63	30.2%	59	33.9%	50	10.0%	172	25.6%
0569	23 HBS	62	38.7%	50	30.0%	71	23.9%	183	30.6%
0569	22 HBS	49	38.8%	67	38.8%	63	25.4%	179	34.1%
0569	21 HBS	66	45.5%	66	33.3%	62	24.2%	194	34.5%

## School/Principal Update

### Comprehensive Needs Assessment Summary

Area of Review	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for your school?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>Growth and ever changing diversity of school family</li> </ul>	<ul style="list-style-type: none"> <li>Providing families with the necessary supports to challenge their students academically in order to focus on increased student achievement and well being</li> </ul>	<ul style="list-style-type: none"> <li>Continue to foster and build meaningful relationships with our students and their families</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Families responsive to attendance MTSS</li> <li>Attendance rate maintained</li> </ul>	<ul style="list-style-type: none"> <li>Monitor unexcused and excused absences following new attendance law for K-6. (Indiana Senate Bill 282)</li> <li>Inform all staff members and families of new law</li> </ul>	<ul style="list-style-type: none"> <li>Working with families with chronic absenteeism</li> <li>Communication regarding absences</li> <li>Implement MTSS attendance plans for</li> </ul>

		<ul style="list-style-type: none"> <li>• Work with Boone County prosecutor's office to address needs of families with unexcused absences</li> <li>• Communicate the definitions of excused/unexcused absences with families</li> </ul>	students with chronic absenteeism
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Intervention times and extra support from special area teachers</li> <li>• Implementation of PLC and data to drive instruction</li> <li>• Implementation of MTSS (Multi-Tiered System of Supports)</li> </ul>	<ul style="list-style-type: none"> <li>• Continued understanding and implementation of MTSS process</li> <li>• Use of data to drive instruction and focused intervention block</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of new literacy program (CKLA), focusing on science of reading</li> <li>• Continue to use data to drive instruction</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Staff engaging in on-going professional development focused around reframing; engaging students and staff in the positive</li> <li>• School wide expectations and procedures in all areas - PRIDE</li> <li>• School wide, grade level, and classroom goals and actions plans to achieve these goals</li> <li>• Implementation of PBIS building wide ("Cub Cash", Stokes Store)</li> <li>• PBIS Behavior Matrix</li> <li>• Mentors for new staff</li> <li>• Zones of Regulation for Social/Emotional Learning</li> <li>• Reset/Calming spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated time in the instructional day for teaching social skills, community building</li> <li>• Build awareness of ACES with our staff and families</li> <li>• Deeper understanding of cultural competency, bias, and more</li> <li>• Professional development of Educational Neuroscience and the brain and putting it into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful learning to teach staff and students about how the brain works with a focus on adult response to student behavior</li> <li>• Focus on adult positivity and mindset about Stokes, Stokes students and Stokes families</li> <li>• Staff putting their learning into practice-building positive relationships with students, responding to behavior and believing all students can learn</li> </ul>
<b>Staff Quality/Professional Development</b>	<ul style="list-style-type: none"> <li>• Highly qualified staff that excel in academic instruction, differentiation and supporting a positive school culture</li> </ul>	<ul style="list-style-type: none"> <li>• Training instructional assistants on best practices in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to build trust and positive relationships with all staff and students, while providing a supportive learning environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Ongoing professional development utilizing our literacy and math coaches to further staff's knowledge of science of reading and best practices in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development based on data and teacher needs</li> </ul>	<ul style="list-style-type: none"> <li>• Data driven professional development</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• Utilization of Smekens writing resource in all K-5 classrooms to build common language with written response</li> <li>• Implementation of literacy block expectations in all K-5 classrooms</li> <li>• District curriculum maps in math, science, reading, language, and social studies</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observations to help support teacher growth in all areas of instructional practices</li> <li>• Using data to drive our curricular and instructional needs</li> <li>• Understanding of the ILEARN checkpoint assessment data, utilized in grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing the newly created year at a glance and curriculum maps</li> <li>• Data team collaborations to continue growth in best practices and assess needs of students</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• HBS Parent Organization (PTO) is extremely supportive to all staff with time and money to support students and staff</li> <li>• Opportunities for parents to come in to Hattie B. Stokes to volunteer classroom, grade level, and school wide</li> </ul>	<ul style="list-style-type: none"> <li>• Using multiple means of communication to reach all of our families (language line, pocket talker)</li> <li>• Parent Square</li> <li>• Email</li> <li>• Create a safe space for parents to feel welcomed and a part of our school family</li> </ul>	<ul style="list-style-type: none"> <li>• Administration and PTO work closely to engage, inform, and learn from the community in regards to how the community can enhance the education experience</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• 1:1 technology devices for all students and staff</li> <li>• STEM Integration teacher collaboration with staff on how to best utilize educational technology in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Creating engaging virtual lessons at every grade level that can be used for E-Learning Days</li> <li>• On-going learning on how to use technology to enhance lessons, not replace</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing technology in all subjects to enhance learning and engaging students</li> </ul>







	<ul style="list-style-type: none"> <li>• Use of CANVAS in all grade levels and classrooms</li> </ul>		
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**Goal Summary and Decision-Making Process**



PreK-12 Curriculum, Instruction, and Assessment -  
Special Programming- Graduation Pathways

**Key Performance Indicators (KPIs)**

- WHAT**  Numbers that track the operation of your business
- FOUNDATION**  Based on past results or future goals
- DIRECTION**  Monitors the "steady-state" and benchmarks
- TRIGGERS**  Actions are prompted when numbers are off track
- DURATION**  Measured on an ongoing basis
- LIFESPAN**  May be the same from quarter to quarter, year to year

The following is a summary of the goals encompassed in this plan for the 2024-2025 school year. The details of each goal are available in the next section.

Goal #	Goal Statement
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1	Reading: By May 2025, Hattie B. Stokes Elementary will increase the overall performance in E/LA by 3% (from 26% to 29%) as measured by ILEARN.
2	Math: By May 2025, Hattie B. Stokes Elementary will increase the overall performance in Math by 3% (from 26% to 29%) as measured by ILEARN.

Goal #	Goal Statement- Three Year Goals
1	Reading: Students will increase the overall proficiency performance in E/LA by 9% (from 26% to 35%) as measured by ILEARN in the spring of 2027
2	Math: Students will increase the overall proficiency performance in Math by 9% (from 26% to 35%) as measured by ILEARN in the spring of 2027

### Cultural Competency

LCSC believes all students need to master work ethic skills in order to reach their full potential. The goal of PRIDE is to build students of strong character who will strengthen our school district and positively impact the community.

#### PRIDE describes the fundamental expectations of students at all LCSC schools:

- **Persistence:** Students are able to persevere through challenges and problem-solve.
- **Respectfulness:** Students accept and demonstrate service to others, possess a positive attitude and communicate clearly.
- **Initiative:** Student is a self-starter and a critical thinker
- **Dependability:** Student is reliable and demonstrates responsibility and teamwork. Student also demonstrates academic readiness.
- **Efficiency:** Student is organized, punctual and demonstrates self- management.

### English Language Arts Goal

#### Goal #1: 3-year Goal English/Language Arts

Students will increase the overall proficiency performance in E/LA by 9% (from 26% to 35%) as measured by ILEARN in the spring of 2027.

#### Goal #1: 1-year Goal English/Language Arts

Students will increase the overall performance in E/LA by 3% (from 26% to 29%) as measured by ILEARN.

**English Language Arts Action Plan**  
**Goal 1: School Action Plan for the 2023-2024 School Year**

<b>Focus Area: Literacy</b>		
<b>Focus Area Goal:</b> Students will increase the overall performance in E/LA by 3% (from 26% to 29%) as measured by ILEARN.		
<b>Evidence:</b> Student growth as measured by Spring 2025 ILEARN		
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Kindergarten, first, and second grade completing Fall/Winter/Spring NWEA assessment	NWEA	August 2024 December 2024 May 2025
Third, fourth, and fifth grade completing ILEARN three ILEARN checkpoints	ILEARN	September 2024 December 2024 February 2025
All grade levels will collaboratively look at data gathered from NWEA, ILEARN checkpoints, and classroom data to determine grade level goals. Teams will continue to meet throughout the year to review progress monitoring data to guide Tier 1 instruction in the classrooms	Weekly Professional Learning Community Meetings  Literacy Coach Utilization	Weekly throughout the 2024-2025 school year
Use of Boost (CKLA-Amplify) in K-5.	Placement tests and ongoing discussions to retrieve and utilize this data for instruction	Utilized throughout the 2024-2025 school year
NWEA Diagnostic (approved Dyslexia Screener) Grade K-2 and new students to LCSC	Utilize this data to determine some or at risk students and get a plan in place	August/ September/ October 2024

Use of Smeken's Writing resource and common language in all classrooms	PD and coaching throughout the year	September 2024 December 2024 February 2025
Building effective literacy classrooms, focusing on range and quality of text in each classroom and responsive teaching	SPN (Successful Practices Network) rubric SPN professional development Coaching visits	Monthly during 2024+2025 school year
Incorporate writing as a response in all subject areas to enhance students' interpretation of the text and extend students' thinking within, beyond, and about the text	CKLA (resource), response journals coaching	Monthly during 2024-2025 school year
Professional Development delivered by Literacy Instructional coaches, based on best practices and math curriculum/program implementation	Literacy Instructional Coaches PD Meetings	September 2024-April 2025
MTSS team and meetings to build a plan of strategies for students in need of Tier 2 or Tier 3 services in language arts	MTSS PD MTSS structure MTSS meetings	Sept 2024-April 2025

**Evidence-Based Interventions for Focus Area - E/LA**

**Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:**

**CKLA**

Core Knowledge Language Arts (CKLA), published by Amplify, is the leading early literacy curriculum grounded in the science of reading. By combining knowledge-building and research-based foundational skills, the instructions guide teachers in developing strong readers, writers, and thinkers.

**Orton-Gillingham**

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading,



writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of time-tested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

The Approach is so named because of the foundational and seminal contributions of Samuel T. Orton and Anna Gillingham. Samuel Torrey Orton (1879-1948) was a neuropsychiatrist and pathologist. He was a pioneer in focusing attention on reading failure and related language processing difficulties. He brought together neuroscientific information and principles of remediation. As early as 1925 he had identified the syndrome of dyslexia as an educational problem. Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language. Encouraged by Dr. Orton, she compiled and published instructional materials as early as the 1930s which provided the foundation for student instruction and teacher training in what became known as the Orton-Gillingham Approach.

The Orton-Gillingham Approach is most often associated with a one-on-one teacher-student instructional model. Its use in small group instruction is not uncommon. A successful adaptation of the Approach has demonstrated its value for classroom instruction. Reading, spelling and writing difficulties have been the dominant focus of the Approach although it has been successfully adapted for use with students who exhibit difficulty with mathematics.

The Orton-Gillingham Approach always is focused upon the learning needs of the individual student. Orton-Gillingham (OG) practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. Students with dyslexia need to master the same basic knowledge about language and its relationship to our writing system as any who seek to become competent readers and writers. However, because of their dyslexia, they need more help than most people in sorting, recognizing, and organizing the raw materials of language for thinking and use. Language elements that non-dyslexic learners acquire easily must be taught directly and systematically.

### Professional Learning Communities/Data Teams

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

### Math Goal

#### Goal # 2: 3-year Goal Mathematics

Students will increase the overall proficiency performance in Math by 9%(from 26% to 35%) as measured by ILEARN in the spring of 2027.

#### Goal # 2: 1-year Goal Mathematics

Students will increase the overall performance in Math by 3% (from 26% to 29%) as measured by ILEARN.

### Math Action Plan

#### Goal 2: School Action Plan for the 2024-2025 School Year

Focus Area: Math		
<b>Focus Area Goal:</b> Students will increase the overall performance in Math by 3% (from 26% to 29%) as measured by ILEARN.		
<b>Evidence:</b> Student growth as measured by ILEARN in Spring of 2025		
Action Steps	Required Resources/PD	Timeline
Kindergarten, first, and second grade completing Fall/Winter/Spring NWEA assessment	NWEA	August 2024 December 2024 May 2025
Third, fourth, and fifth grade completing ILEARN three ILEARN checkpoints	ILEARN	September 2024 December 2024 February 2025

Utilization of RedBird/Aleks as an online component for math enrichment and remediation	RedBird Aleks	August 2024-May 2025
All grade levels will collaboratively look at data gathered from NWEA, ILEARN checkpoints, and classroom data to determine grade level goals. Teams will continue to meet throughout the year to review progress monitoring data to guide Tier One instruction in the classrooms	Professional Learning Community (PLC) meetings Math coach utilization	Monthly throughout the 2024-2025 school year
Professional Development delivered by Math Instructional coach, based on best practices and math curriculum/program implementation	Math Instructional Coach PD Meetings	September 2024-April 2025
MTSS team and meetings to build a plan of strategies for students in the need of Tier 2 or Tier 3 services in math	MTSS PD MTSS structure MTSS meetings	Sept 2024-April 2025

**Evidence-Based Interventions for Focus Area - Math**

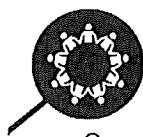
**Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:**

**Reveal Math**

Reveal Math by McGraw-Hill has been adopted by the elementary schools as the K-5 core math program. Reveal Math was reviewed along with several leading resources by Central Indiana Education Service Center (CIESC), and Reveal received extremely high ratings.

**Professional Learning Communities**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.



## COMMUNITY ENGAGEMENT

Communication - Service - Community Partnerships

### Objectives and Key Results (OKRs)

WHAT		Action-orientated goals and measures
FOUNDATION		Mission-based, aspirational and directional
DIRECTION		Audacious and bold, tied to mission
TRIGGERS		Actions are taken as issues arise
DURATION		Time-bound, often quarterly
LIFESPAN		Change from quarter to quarter, year to year

### Goal Summary and Decision-Making Process

The following is a summary of **Community Engagement** objective(s) encompassed in this plan for the 2023-24 school year

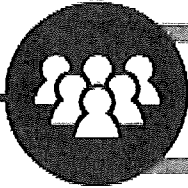
Objective #	Objective Statement(s)
1	Increase community/parent involvement

Key Result #	Key Result Statement(s)
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1	Community partnerships present at Hattie B. Stokes Parent-Teacher Organization Monthly Meetings
2	Community Involvement for Hattie B. Stokes Family Resource Night

<b>Key Result Statement 1:</b> Community Partnership presentations at Parent-Teacher Organization Meetings		
<b>Objectives and Key Results (OKR)</b>	<b>Data Source</b>	<b>Timeline</b>
Hattie B. Stokes will have 3 community partnership presentations	Meeting Agendas Attendance Sheets for parents	Fall 2024 Winter 2025 Spring 2025

<b>Key Result Statement 2:</b> Hattie B. Stokes Family Resource Night		
<b>Objective and Key Results (OKR)</b>	<b>Data Source</b>	<b>Timeline</b>
Family Resource Night	Community Involvement Sign Up Chart	Spring 2025



## HIGH-PERFORMING + ENGAGED WORKFORCE

Recruitment - Efficacy - Retention - Staff Leadership  
-Professional Development

### Objectives and Key Results (OKRs)

WHAT		Action-orientated goals and measures
FOUNDATION		Mission-based, aspirational and directional
DIRECTION		Audacious and bold, tied to mission
TRIGGERS		Actions are taken as issues arise
DURATION		Time-bound, often quarterly
LIFESPAN		Change from quarter to quarter, year to year


The following is a summary of **High-Performing + Engaged Workforce** objective(s) encompassed in this plan for the 2024-2025 school year.

Objective #	Objective Statement(s)
1	Foster professional growth for Hattie B. Stokes Elementary staff

Key Result #	Key Result Statement(s)
1	Provide professional development related to new language arts program

2	Engage staff in Learning Walks
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<b>Key Result Statement 1: Teacher directed professional development</b>		
<b>Key Performance Indicator (quantifiable)</b>	<b>Data Source</b>	<b>Timeline</b>
Teachers will complete a minimum of two learning walks this year in another teachers classroom with a defined purpose/ look for	Look for form; reflection sheet	Fall 2024 Spring 2025
Teachers will complete feedback forms sharing how they have implemented their selected professional development	Teacher Data Form	December 2024 April 2025




**EFFICIENT + EFFECTIVE DISTRICT  
AND SCHOOL OPERATIONS**


Fiscal Viability - Strategic Alignment of Resources -  
Safety, Security, and Wellness

**Objectives and Key Results (OKRs)**


- WHAT




Action-orientated goals and measures
- FOUNDATION




Mission-based, aspirational and directional
- DIRECTION




Audacious and bold, tied to mission
- TRIGGERS



Actions are taken as issues arise
- DURATION



Time-bound, often quarterly
- LIFESPAN



Change from quarter to quarter, year to year

The following is a summary of **Efficient + Effective District and School Operations** objective(s) encompassed in this plan for the 2024-205 school year.

Objective #	Objective Statement(s)
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1	Grow teacher efficacy in school safety protocol
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Key Result #	Key Result Statement(s)
1	Targeted training and ongoing support in implementation of safety protocols

Key Result Statement 1:		
Key Performance Indicator (quantifiable)	Data Source	Timeline
Teachers will be knowledgeable of the Safety Response Protocol framework	Staff Meeting Review School Resource Officer classroom visits	August 2024
Staff and students will practice different scenarios of potential safety interruptions	Evacuation Drills Shelter Drills Lockdown Drills	August 2024 to May 2025
Building administrators integrate table talks at monthly staff meetings	Agenda Meeting	Monthly meetings 2024-2025
Staff will be able to utilize Raptor during scheduled drills in preparation for a reunification event	Drill Logs Raptor Report	August 2024 to May 2025
Staff training in de-escalation strategies	Sign in sheets	May 2025

### Description of Ongoing District Data Review Process

Lebanon Community School Corporation (LCSC) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.



**Description of Ongoing School Data Review Process**

All staff members at HBS use data to review student progress through PLCs one time a week. Teachers are responsible for consistently reviewing the LCSC 3 phases of data. Phase 1: Standards as Data “What do we want our students to know & do?” by using a Student-Centered Approach, DOK levels for Content Standards & District-Wide Assessment Year at a Glance. Phase 2: Assessment as Data “How will we know if our students know & can do it?” by using calendar planning documents, common summative assessments and targeted formative assessments. Phase 3: Conversation as Data “What will we do if our students can/can’t do it?” by using a common grading policy, RTI/MTSS plan using assessment data and progress monitoring.

**School Improvement Plan Timeline** (NOTE: The submission deadlines included in this timeline have been determined based on current Indiana Code. In the past, IDOE has provided extensions for the final submission of School Improvement Plans primarily because of adjustments in the timeline for releasing state assessment data results.)

<b>School Improvement Plan (SIP) Timeline</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Implement Updated 2024-2025 SIP		X	X	X
Establish 2024-2025 SI Team		X		
Review and Develop Updated 2024-2025 SIP by SI Team 1 <sup>st</sup> Submission Deadline: August 16, 2024	X			
Review of 2024-2025 SIP by Superintendent/Cabinet Return to Principals by August 23, 2024	X			
Revisions of 2024-2025 SIP Completed by SI Team (including SI Team Teacher Representative Signature Form) Final Submission Deadline: September 3, 2024	X			
Exclusive Representative Signature Form Coordinated by Cabinet prior to submission to SB				
SIP Recommended to School Board (SB) for Approval September 17, 2024 School Board Meeting	X			
SIP Submitted to IDOE by Principal October 4, 2024		X		

**Description of Curriculum**

LCSC evaluates curriculum on an ongoing basis in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, LCSC has developed curriculum maps for the core academic areas of English/Language Arts, Math, Science, and Social Studies. Additionally, LCSC has been working to develop common assessments for use in all areas across the district. One component of the common assessments is an Assessment Year at a Glance designed to help teachers prioritize standards for instructional planning.

### Career Awareness and Career Development Plan

- Grades 1-5: Career awareness models to introduce students to work values and basic employment concepts
- Grades 6-8: Initial career information models that focus on career choices as they related to student interest and skills
- Grades 9-10: Career exploration models that offer students insight into future employment options
- Grades 11-12: Career preparation models that provide job or further education counseling, including the following:
  - Initial job counseling, including the use of job service officers to provide school-based assessment, information, and guidance on employment options and the rights of students as employees
  - Workplace orientation visits
  - On-the-job experience exercises

### Highly Qualified Teachers and Paraprofessionals:

NAME	TYPE of	ENDORSEMENTS:	EXPIRATION	RULES	DEGREE
Brewer, Gabrielle	Elementary	Elementary Generalist	5/20/26	REPA 3	Bachelor
Burress, Heather	Elementary	Grades 1-6, 7/8	7/27/27	46-47	Master
Burress, Heather	Elementary	Language Arts 1-9	7/27/27	46-47	Master
Butterfield, Danielle	Elementary	Elementary Generalist	4/30/29	REPA 3	Bachelor
Butterfield, Danielle	Secondary	Mathematics	4/30/29	REPA 3	Bachelor
Diehl, Lydia	Elementary	Elementary Generalist/Reading	5/24/26	REPA 3	Bachelor
Egler, Grace	Elementary	Elementary Generalist	6/25/26	REPA 3	Bachelor
Egler, Grace	Elementary	Reading	6/25/26	REPA 3	Bachelor
Fischer, Lisa	Elementary	General Elementary 1-6 7/8	7/9/29	46-47	Bachelor
Foushee, Megan	Elementary	Elementary/Primary Generalist	10/9/28	2002	Master
Foushee, Megan	Elementary	Elementary/Intermediate Generalist	10/9/28	2002	Master
Foushee, Megan	Elementary	Mild Intervention/All Schools, Preschool	10/9/28	2002	Master
Gibbons, Kennedy	Elementary	Early Childhood Education P-3	5/17/26	REPA 3	Bachelor
Gibbons, Kennedy	Elementary	Mild Intervention P-3	5/17/26	REPA 3	Bachelor

Haney, Kala	Elementary	Elementary Generalist Primary/Intermediate	4/29/29	REPA 3	Bachelor
Hardee, Jillian	Elementary	Elementary Generalist K-6	5/15/28	REPA	Bachelor
Hardee, Jillian	Elementary	Mild Intervention P-12 (Alternative SE License)	5/31/26	REPA	Bachelor
Hoffman, Joshua	Elementary	Elementary/Intermediate Generalist	6/8/25	2002	Bachelor
Hoffman, Joshua	Elementary	Elementary/Primary Generalist	6/8/25	2002	Bachelor
Howe, Pam	Elementary	Grades 1-6, 7/8	7/16/29	46-47	Bachelor
Huettemann, Emily	Elementary	Elementary Generalist	3/26/25	REPA 3	Bachelor
King, Elizabeth	Elementary	Elementary/Primary Generalist	5/22/29	2002	Bachelor
King, Elizabeth	Elementary	Elementary/Intermediate Generalist	5/22/29	2002	Bachelor
LeBoeuf, Kaitlin	Elementary	Elementary Generalist	12/3/26	REPA 3	Master
LeBoeuf, Kaitlin	All Grades	Mild Intervention	12/3/26	REPA 3	Master
Marrin, Joseph	All Grades	Physical Education P-12	6/3/26	REPA 3	Masters
Marrin, Joseph	All Grades	Intense Intervention P-12	6/3/26	REPA 3	Masters
Marrin, Joseph	All Grades	Mild Intervention	6/3/26	REPA 3	Masters
Marrin, Joseph	All Grades	Administrator P-12	11/24/16	REPA 3	Masters
Miller, Amanda	Elementary	Elementary/Primary Generalist	7/15/27	2002	Bachelor
Miller, Amanda	Elementary	Elementary/Intermediate Generalist	7/15/27	2002	Bachelor
Mock, Lindsay	Elementary	Mild Intervention Primary/Intermediate	6/5/29	Rules	Master
Mock, Lindsay	Elementary	General Elementary	6/25/27	Rules	Master
Monnett, Marta	Spec Ed	Learning Disabled	6/15/33	46-47	Master
Monnett, Marta	Spec Ed	Seriously Emotionally Hand.	6/15/33	46-47	Master
Monnett, Marta	Elementary	Grades 1-6, 7/8	6/15/33	46-47	Master
Monnett, Marta	Elementary	Kindergarten	6/15/33	46-47	Master
Newsom, Bethany	Elementary	General Elementary 1-6 7/8	4/5/31	46-47	Master
Newsom, Bethany	Elementary	Computer K-12	4/5/31	46-47	Master
Passwater, Mary	Elementary	General Elementary 1-6, 7/8	7/16/26	46-47	Bachelor
Pawlak, William	Elementary	Elementary Generalist	6/13/26	REPA 3	Bachelor
Payne, Anna	Elementary	Early Childhood	6/28/25	REPA 3	Bachelor
Payne, Anna	All Grades	Mild Intervention	6/28/25	REPA 3	Bachelor
Payton, Haley	Elementary	Elementary Generalist K-6	7/02/29	REPA	Bachelor
Payton, Haley	Elementary	Mild Intervention k-6	7/02/29	REPA	Bachelor
Preuschl, Anna	All Grades	Visual Arts	4/16/29	2002	Bachelor
Rex, Emily	All Grades	Mild Intervention	7/29/25	REPA 3	Bachelor
Rex, Emily	All Grades	Intense Intervention	5/16/26	REPA 3	Master
Rhoades, Maureen	All Grades	Building Level Administrator	6/20/25	REPA 3	Master
Simms, Angela	Elementary	Vocal and General Music Primary/Elementary/Intermediate	10/3/26	2002	Master
Simms, Angela	Elementary	Elementary Generalist k-6	10/3/26	2002	Master
Simms, Angela	Elementary	Vocal and General Music K-12	10/3/26	2002	Master
Wade, Abigail	Elementary	Elementary Generalist	1/22/29	REPA 3	Bachelor
Wade, Abigail	Elementary	Mild Intervention	1/22/29	REPA 3	Bachelor
Walters, Amber	Elementary	Administration	4/22/28	2002	Master

Wheeler, Alicia	All Grades	P.E. K-12	7/14/33	46-47	Master
Wiley, Ella	Elementary	Early Childhood Education P-3	7/21/25	REPA 3	Bachelor
Woodward, Sabrina	Elementary	Elementary/Intermediate/Primary Generalist	7/16/27	2002	Master
Woodward, Sabrina	Secondary	Language Arts	7/16/27	REPA	Master
Woodward, Sabrina	Elementary	Math Specialist	7/16/27	REPA 3	Master
Woodward, Sabrina	Secondary	Language Arts	7/16/27	REPA	Master
Woodward, Sabrina	All Grades	Building Level Administrator	1/18/26	REPA 3	Master
Yager, Abigail	Elementary	Elementary Generalist	4/22/28	REPA	Master
Yager, Abigail	Elementary	Reading	4/22/28	REPA	Master

**Classified Staff:**

Staff	Position	Paraprofessional Exam
Bowen, Kasey	Admin Asst	Passed Para
Bowes, Deborah	Behavior Interventionist	Degree
Brumley, Jasmine	Resource Asst (Foushee)	Passed para
Brunty, Carol	ML IA	License
Burpo, Brad	ED Assistant	Degree
Burpo, Pamela	ML Instructor	License
Chupp, Christopher	LS Assistant (Marrin)	Degree
Daugherty, Bonnie	FAP Assistant (?)	Passed Para
Erwin, Lisa	Media Center IA	Degree
Frankewich, Carol	LS Assistant (Rex)	Passed Para
Garman, Joyce	LS Assistant (Marrin)	Passed Para
Gosewehr, Leighann	Title IA - K King	Passed Para
Jamison, Samantha	Title IA	Passed Para
Kalanoc, Angela	Resource Asst (Hardee)	Hours
Keller, Linda	Dean of Students	Passed Para
Light, Patti	Title IA	Passed Para
Mendez, Gloriana	ED Assistant	Hours
Merritt, Carla	Nurse	Degree
Reagan, Vanessa	ED Assistant	Passed Para
Vansickle, Gavriel	LS Assistant (Marrin)	Passed Para
Wallace, Julia	FAP Assistant (Wade)	Passed Para
Woodard, Angela	LS Assistant (Rex)	Passed Para
Yarger, Sandra	Title IA	Life License
OPEN POSITION	FAP IA	
OPEN POSITION	FAP IA	
OPEN POSITION	Intense Intervention	

OPEN POSITION	Admin Assistant	
OPEN POSITION	PBIS IA	
OPEN POSITION	Resource IA	

**Strategies to Retain Highly Qualified Teachers**

To recruit and retain highly qualified teachers and administrators, the district uses a comprehensive approach. We invest significant time in the interview process, attending university recruitment fairs to attract and interview potential candidates. We also provide professional development for new teachers that is specifically tailored to their needs. Additionally, we believe that outstanding teachers deserve fair compensation, so we work hard to offer a competitive salary and benefits package.

**\*Transition**

Hattie B. Stokes Elementary is located on the south end of Lebanon 25 miles Northwest of Indianapolis. As a small town community of about 16,000 with over 80% White/Caucasian, our school Hattie B. Stokes Elementary will provide every family with a copy of the School-Parent Compact for the 2024-2025 School Year. Families and schools must work together to help students achieve high academic standards. Parents and teachers have agreed upon the following roles and responsibilities that we as partners will carry out to support student success in school and in life. Signatures from all 3 parties: student, parent and teacher are required for each School-Parent Compact.

**\*Program Statement**

We have operated as a Title 1 School-wide program since our approval as a Title 1 Focus Priority School in the 2015-2016 School Year. Our school continues to update all of the required components of the School-wide program checklist.

## \*Parent Compact



**Hattie B. Stokes Elementary**  
Lebanon Community School Corporation  
2024-2025 Title 1: Parent Compact

Families and schools must work together to help students achieve high academic standards. Parents and teachers have agreed upon the following roles and responsibilities that we as partners will carry out to support student success in school and in life.

### STUDENT will:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
- Limit my TV watching, video game playing and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

### PARENT/GUARDIAN will:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child and encourage my child to read every day.
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

### TEACHER will:

- Provide a safe and supportive learning environment.
- Teach class with an interesting and challenging curriculum that promotes student achievement.
- Motivate students to learn.
- Set high expectations and help every child be successful in meeting Indiana Academic standards.
- Communicate frequently and meet annually with families about student progress and the school-parent compact.
- Provide opportunities for parents to volunteer, participate and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Teacher Signature

## Definitions

### School Assessment Measures – Definition

The School Assessment Measures represent the various assessments chosen by the district or the school to represent academic achievement and growth. Their correlation to state assessment proficiency or the district mission is the basis of the selection of the measures. The School Assessment Measures do not include routine teacher-designed classroom assessments.

### **Goal Action Plan – Definition**

The Goal Action Plan section of the School Improvement plan asks principals to select research-based action steps and instructional strategies that will have a positive impact on student performance when implemented with fidelity. The principal should measure teacher capacity and level of fidelity in district selected action steps and strategies. The SIP team may select additional action steps.

**Focus Area Goal:** This section sets the level of deployment, fidelity, or level of classroom use for each goal.

**Action Steps** – Instructional strategies refer to the identified way of delivering instruction and facilitating student learning within a given framework. Action steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

**Resources/Professional Development Needed** – This section outlines the professional development needs for the school. The information should include detail such as the grade level and the type of PD (i.e., online, face-to-face, group, individual, by coach or through a workshop).

**Target Date** – The SIP team should set a goal for completion of the goal (i.e., by December of the school year, by the end of the first quarter, etc.)

**Evidence** – The SI team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use (i.e. classroom checklists, walkthrough checklist data, observation data from teacher evaluation data, reports reflecting usage of technology resources and student data, PLC (Professional Learning Community) notes and reflections, meeting logs, feedback from PD).

# School Improvement Team Assurance Form

## Principal/Teacher Representative Signatures

Corporation Number: 0665

Corporation Name: Lebanon Community School Corporation

School Name: Hattie B Stokes Elementary School

School Number: 0569

The signatures below represent the teacher representatives of the School Improvement Planning Team. By signing this form, they are giving assurance that they participated in the school improvement planning process resulting in the newly revised plan for school improvement and the related plans for professional development

**Principal Name: Amber K Walters**

Signature: Amber K Walters Date: 9.6.24

**Assistant Principal: Maureen Rhoades**

Signature: Maureen Rhoades Date: 9/9/24

**Teacher: Marta Monnett**

Signature: Marta Monnett Date: 9-6-24

**Teacher: Amanda Miller**

Signature: Amanda Miller Date: 9-9-24

**Teacher: Lisa Fischer**

Signature: Lisa Fischer Date: 9-9-24

**Teacher: Kala Haney**

Signature: Kala Haney Date: 9.9.24

**Teacher: Heather Burress**

Signature: Heather C. Burress Date: 9-9-24

**Teacher: Kasey Bowen, Parent**

Signature: Kasey Bowen Date: 9/10/24



Teacher: Pam Howe

Signature:

*Pam Howe*

Date:

*9-9-24*

Teacher: Megan Foushee

Signature:

*Megan Foushee*

Date:

*9-9-24*

Teacher: Sabrina Woodward

Signature:

*Sabrina Woodward*

Date:

*9/9/2024*

Teacher: Abbie Yager

Signature:

*Abbie Yager*

Date:

*9/9/2024*

Teacher: Haley Payton

Signature:

*Haley Payton*

Date:

*9/9/24*

