3RD GRADERS — Reginald Collins, Tia Harrid, Michael Clark, Lisa Moore, Kwame Deshields, Ms. Ella Montgomery, assistant teacher; Dara Harris; Ronald Harrison, Nakia Delaney, Mrs. Jocelyn Delancy, mother assistant; Ms. Evelyn Thomas, senior teacher; Nya Leonard, James Burrell, Gregg Arnold, Danielle Henson, Derrick Capel, Monet Hayes, Tetra Jackson, Darnell Johnson, Ms. Rita Michelson, teacher.

PARENT ADVISORY COUNCIL MEETING — Janet Simmons, Supervisor Food Stamp Program, Agnes Welch, Neighborhood Coordinator, Franklintown Center; Mrs. Frances Parks, assistant principal; Marsha Trailman, Lorraine Robinson, Ellen Witey, JoAnn Jones, Martha Johnson, Alvin Lewis, Ledbetter, Kattie Collman, Mattie Lynch, Mildred Stanton, George Stanton, Lucille Jones, Mary Lee White, Meg Battle, Charlotte Franklin, chairperson; Janet Simmons, Shirley Kindred, Loretta McKnight, Ola Wheeler, Georgina Ratliff, Edith Kenner, Bernice Bernice Bell, Ella L. Strother, Robert Cooper.

At Rosemont Elementary—

(Continued from page 1)

school are most likely to sustain their gains.

It is felt that it is more economical to provide preventive rather than remedial education.

It is believed that deficits found early in a child's life are easier to correct.

For these reasons funds are allocated to the Early Childhood area.

Title One Funds are limited to designated Title 1 schools for identified pupils in pre - school through grade six.

Any special educational child living in an attendance area with an above average concentration of children from modest families, is eligible for the program.

A special educational child is one who needs special educational assistance to perform at the grade level for his age. The term also includes children with special educational needs resulting from cultural, economical, ethnics, or linguistics isolation from the general community.

COMING: The Emma Henderson Elementary

FOURTH GRADE PUPILS — Richard Taylor, Antoinette Murray, Darnell Burrell, Sonia Franklin, Towanda Goins, Dana Norman, Rodney Reid, James Jones, Michael Massenburg, Miss Mary Norman, teacher.

Educational Excellence

"MAXIMUM LEARNING FOR EACH PUPIL"

OBJECTIVES:

1. To improve the measurable achievement levels in reading, mathematics and writing.
2. To provide opportunities for increased students awareness, motivation, and achievent by infusing career education in the total curriculum.
3. To improve the climate of the schools, by bettering attendance and discipline, in order to promote better student achievement.
4. To create among staff a full understanding and appreciation of the Management Philosophy of Baltimore City Public Schools as it relates to the roles and function of its members so that available resources will be utilized with maximum efficiency.
5. To provide a broad spectrum of educational programs which will accommodate pupils on every ability level.
6. To implement accountability and evaluation procedures for all persons concerned with schools — including students, teachers, administrators, and parents.
7. To continue implementation of the desegregation plan.

The staff's Expectations

Every staff member should perceive his - her role and function as a part of the total school system.

There is a need for every staff member to understand the legal bases of the school system and its regulations.

Every staff member must take the concept of accountability for school building programs and office operations very seriously.

All staff should work toward the climate for producing academic excellence and for shaping worthwhile personal values within pupils.

The climate of the school system should reflect the improved discipline of the staff itself and the improved discipline of the pupils within the schools.

Every staff member should seek to improve his - her competencies as reflected through formal and informal evaluations.

The total staff competencies and the management of resources should produce improved student achievement.

DANCERS — Super Stars, Shanta Jeffries, Toren Jones and Tary Burman.

Goals and Objectives

READING GOALS

Each student who has achieved the objectives for reading established by Rosemont Elementary School, should:

1. Incorporate numerous and varied reading materials to meet the needs of the student.

A. Each student should be able to identify his own purpose for using print and non - print materials.

B. Each student should be able to select from a variety of available print and non - print materials, suitable materials for his level of difficulty and in content.

2. Employ a technique for recognizing words.

A. Each student should be able to apply word attack skills which enable him to decuode the printed symbol. Skills of letter knowledge, picture - object clues, phonetic and structural analysis, glossary, dictionary and other skills should be utilized.

B. Each student should be able to instantaneously pronounce many words and identify their appropriate meanings.

3. Understand a variety of reading materials.

A. Each student should be able to understand the thought and meaning communicated by the author through understanding the style, time, mood, sequence, cause - effect, etc.

B. Each student should be able to respond to a variety of questions which cause him to think literally, inferentially, critically, and creatively about the content and to find suitable answers for them.

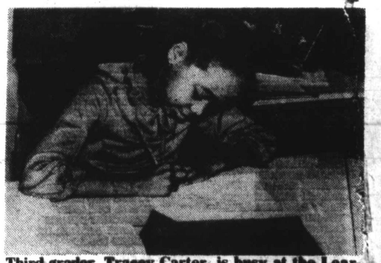
4. Develop the reading demands necessary for functioning in society

A. Each student should be able to cope with everyday reading experiences according to his age level in areas of:

following directions
locating references
gaining information
understanding forms
attaining personal development

5. Select reading as a personal enjoyment activity

A. Each student should have a positive attitude and appreciation for reading a variety of materials indicated by interest and free selection.



Third grader, Tracey Carter, is busy at the Learning Station in her room. Mrs. Gloria Thomas is teacher; Mrs. Cynthia Wells, assistant teacher.