

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

School: Flintstone Elementary School

Principal: Sharon Morgan

Facilitating the Development of a School Vision

Mission Statement

Flintstone School will provide a variety of enriching educational experiences for our school community. As lifelong learners, the staff will prepare students for College and Career Readiness and will increase skills through technology-infused practices. The staff will help parents become aware of the skills their children will be required to master during their school careers. These experiences will help our school community become responsible, productive citizens in our diverse culture.

Beliefs

WE BELIEVE parents are important partners in the educational process.
WE BELIEVE students should have hands-on, real world experiences that are engaging and encourage active participation.
WE BELIEVE knowing our students and building positive relationships with them is a vital part of our success as a school.

Vision

Flintstone Elementary is a community school where children are the benefactors of a shared vision by teachers, parents and community members striving for academic achievement, career preparation and community improvement.

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1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?

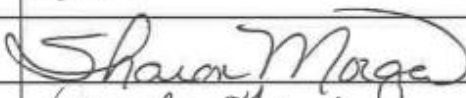
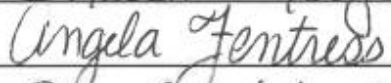
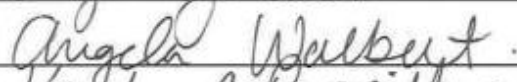
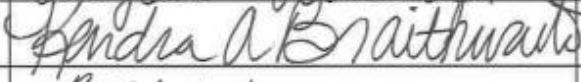
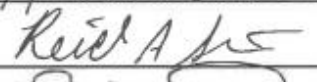


Our mission and vision statements appear in the student handbook, on the home school parent compact, on our website, on our letterhead and is printed in the monthly parent newsletter.

2. When did the last periodic, collaborative review of the vision by stakeholders occur?

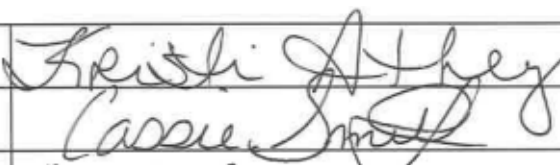

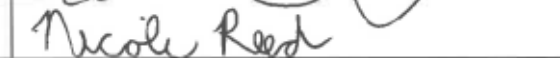
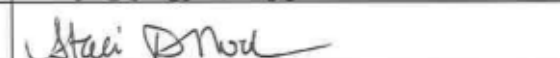


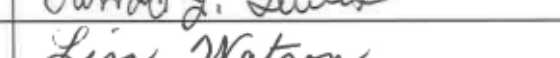
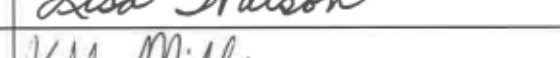
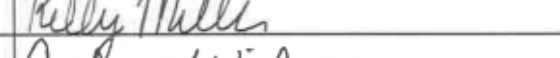
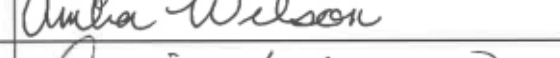
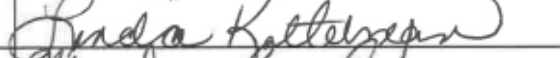
Our vision/mission statement was last reviewed at the January 2015 SIT meeting. All faculty members were included as well as parent representatives.

I. Local Planning Team Members

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Signature	Affiliation/Title
Sharon Morgan		Principal
Angela Fentress		SIT Chair/Media Specialist
Angela Walbert		5th grade Teacher
Kendra Braithwaite		5th grade Teacher
Reid Smith		4th grade Teacher
Lisa Preston		4th grade Teacher
Tina Kimmell		3rd grade Teacher

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Kristi Athey		3rd grade Teacher
Cassie Smith		2nd grade Teacher
Nicole Reed		2nd grade Teacher
Staci Noah		1st grade Teacher
Jo-Nel Geyer		1st grade Teacher
Linda Lewis		Kindergarten Teacher
Lisa Watson		Kindergarten Teacher
Kelly Miller		Pre-K and Intervention Teacher
Amber Wilson		Special Education Teacher
Linda Ketterman		Guidance Counselor
Matthew Crawford		Parent Member

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	4	15	19
Itinerant staff	6		6
Paraprofessionals	2	3	5
Support Staff		4	4
Other	5	3	8
Total Staff	17	26	43

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data
Percentage of faculty who are:				
• Certified to teach in assigned area(s)	100%	100%	100%	100%
• Not certified to teach in assigned area(s)				
For those not certified, list name, grade level course	0	0	0	0
Number of years principal has been in the building	11	10	9	8
Teacher Average Daily Attendance		94.3%	95.8%	91.1%

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B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2016 – 2017	2015 – 2016	2014-2015
	TOTAL	TOTAL	TOTAL
American Indian/AlaskanNative	n/a	n/a	n/a
Hawaiian/Pacific Islander	n/a	n/a	n/a
African American	≤10	≤10	≤10
White	234	215	229
Asian	n/a	≤10	≤10
Two or More Races	12	≤10	≤10
Special Education	53	44	36
LEP	n/a	n/a	n/a
Males	118	125	122
Females	116	110	105
Total Enrollment (Males + Females)	234	235	236

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015:** 55.36%

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C. Special Education Data 2016-2017 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	17
05 Visual Impairment	n/a
06 Emotional Disturbance	n/a
07 Orthopedic Impairment	≤10
08 Other Health Impaired	≤10
09 Specific Learning Disability	14
10 Multiple Disabilities	≤10
12 Deaf-Blindness	n/a
13 Traumatic Brain Injury	n/a
14 Autism	≤10
15 Developmental Delay	≤10

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III. CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

In narrative form, address your school’s climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school’s culture to student and adult learning.

The students, families, staff and administration of Flintstone Elementary work together each day to build and maintain a positive climate and culture within our school. The areas of safety, positive school relationships, teaching and learning, as well as the overall environment are areas on which we focus.

Regular communication with parents and community is key in maintaining positive relationships with the families of our students. These relationships further enhance the school climate and culture we work to create. Parents and teachers share high expectations for all students and work jointly to support the standards that are addressed at all grade levels. Many students and their family members attend classroom and school events and parent/community volunteers are plentiful, confirming that home-school relationships are strong.

Teachers also work to build positive relationships with students so that they feel welcome and comfortable in their surroundings. A sense of trust is evident and students feel emotionally safe when seeking support. Teachers and staff members know and understand the unique emotional needs of the students and demonstrate care and empathy when working daily with each child. An environment of respect is obvious when entering areas of learning in this school. Classroom dialogue promotes respect of diverse perspectives and students are encouraged to engage in activities to his/her full potential. Teachers use specific instructional strategies that engage all students and create an inclusive atmosphere. We take pride in successes at our school and support one another in being co-leaders and co-learners.

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Health, well-being, and safety is another priority at our school. We want all involved to feel confident that we have done everything necessary to provide for the safety and welfare of all who enter our building. Safety drills are reviewed and practiced regularly to create a culture of preparedness in which students and staff feel confident in making effective decisions in the event of an emergency situation. Staff members are also diligent in reminding students of our school rules (Be Responsible, Be Respectful, Be Safe, Be Ready to Listen and Learn). This helps to keep behavior issues to a minimum and allow our students to feel confident that they attend a school where bullying, harassment, and intimidation will not be tolerated. The counselor and school psychologist are integral parts of the school support team in working with individual students, small groups and classrooms to prevent behaviors, to address concerns and as a follow up to behavior difficulties.

Flintstone School became a PBIS school 9 years ago. During the last 7 years the school has been recognized as a “Gold Banner School.” This recognition is awarded for making a positive difference in the school climate through consistent expectations/rules throughout the building, reduction of behavior referrals, communication/connections with family and community. The following chart indicates the number of office referrals submitted since the school became a PBIS school:

School Year	# of Office Referrals
2007-2008	153
2008-2009	110
2009-2010	96
2010-2011	94
2011-2012	51
2012-2013	59
2013-2014	73
2014-2015	70
2015-2016	73

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IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Complete Table 5.

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● RAZ-kids computer program (grades 1-3 and other identified students) allows students to hear and read stories on an individualized level ● Teachers provide explicit opportunities for review and practice ● Pre-teach vocabulary ● Treasures reading series/ConnectEd allows various modes of presentation ● Discovery videos for content presentation ● Manipulatives/hands on activities
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> ● Providing choice when completing weekly spelling assignments ● Giving options for an end product as part of the writing process ● Composing in multiple media (text, speech, illustration, storyboards, music, etc.) ● Teachers provide a variety of manipulatives as options to solve math problems ● Increased use of technology in all classrooms ● Math Solutions
Means for Engagement: <i>tap into learners interests,</i>	Multiple Options for Engagement

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<i>challenge them appropriately, and motivate them to learn.</i>	<ul style="list-style-type: none"> ● Independent reading time as part of daily routines to allow students choice in materials ● Inviting personal response and self-reflections to content/activities ● Teachers provide opportunities for peer collaboration and support: cooperative learning groups. ● RAZ-Kids computer program for independent reading/comprehension at school and home
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1. In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.

The staff at Flintstone Elementary School is working collaboratively this year to implement the Gradual Release of Responsibility Instructional Framework(GRR) and continuing to use principles of UDL in lesson planning/instruction. Teachers have attended presentations on the GRR at the school and county levels to learn more about facilitating learning opportunities for students and to understand the purpose of informing students of the “Content Purpose as well as Language Purpose” in their lessons. The focus this year at our school is to begin within ELA instruction to focus on the Content and Language Purposes, then expand this into other curricular areas using the Maryland College and Career Readiness Standards as well as the planning documents created during the cadre work last year in ELA work. Professional development opportunities as well as discussion at team meetings will continue to occur throughout this school year. Opportunities to share experiences/successes/concerns will occur during team meetings/staff meetings as well as PD sessions.

Principles of Universal Design for Learning (UDL) continue to be used successfully at all grade levels at Flintstone School. Teachers and staff are knowledgeable of the need for presenting information to students in a variety of ways to address their learning styles as well as to promote active engagement in learning. Lesson plans indicate UDL strategies that are used by teaching staff and opportunities to plan/share ideas among general education teachers as well as special education teachers take place in team planning meetings as well as professional development sessions.

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V. ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of students requiring special education services, please address the following special education issues for students in your school:

1. *Access to the General Education Curriculum.* How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

Our school works within the inclusive model at all grade levels to expose all children to grade level content/standards. The general education teachers and special education teachers collaborate to implement UDL strategies to assist with student learning/achievement and make modifications to assignments for students success. Inclusion teachers (1.5) work at the primary and intermediate levels to co-teach, work with flex groups as well sa to provide intervention programs, which address identified needs.

2. *Collaboration with General Educators.* How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

The general educators and special educators work together to find common planning times where lessons can be planned/shared and modifications discussed to help all children in the class. General educators are made aware of the listed modifications and accommodations on IEPs so that they are used consistently in classroom instruction. General educators and special educators are involved in the IEP process where they provide input and develop instructional goals as well as behavioral goals as needed. IEP goals are available to educators on the ASPEN system.

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3. *Strategies used to address the Achievement Gap.* When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

The following strategies are in place to assist all students with achieving learning outcomes:

- Small group/flex group work at all grade levels
- Reading intervention programs such as ERI, Foundations, Wilson, Orton-Gillingham, REWARDS are taught by the intervention teacher and other trained staff members
- Tier II intervention strategies are implemented within the classroom to reinforce skills taught at each grade level in the Treasures reading program
- UDL strategies are implemented
- Computer programs are used in the lab and in classrooms to reinforce skills in all content areas
- Math Solutions training provided teachers with a variety of strategies to teach math concepts to all students
- Gradual Release of Responsibility allows teachers to focus instruction then provides time for students to work with peers to understand and apply learning while the teacher serves as a facilitator of learning

4. *Interventions, enrichments and supports* to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

The following strategies are in place to assist all learners with achieving learning outcomes:

- Small group/flex group work at all grade levels
- Reading intervention programs such as ERI, Foundations, Wilson, Orton-Gillingham, REWARDS are taught by the intervention teacher and other trained staff members
- Tier II intervention strategies are implemented within the classroom to reinforce skills taught at each grade level in the Treasures reading program
- UDL principles are implemented in all content areas
- Computer programs used in the classrooms and in the lab to reinforce skills in all content areas
- Math Solutions training provided teachers with a variety of strategies to teach math concepts to all students
- Gradual Release of Responsibility allows teachers to focus instruction then provides time for students to work with peers to understand and apply learning while the teacher serves as a facilitator of learning
- Frequent/regular communication with the general education and inclusion teachers to monitor progress of students as well as to use instructional modifications/accommodations/enrichment opportunities for students

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Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools (Complete data charts using 2015 and 2016 PARCC results))

Table 6

ELA Student Group Grade 3	2015											2016										
	# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	32	6	18.8	6	18.8	10	31.3	8	25.0	2	6.3	42	7	16.7	9	21.4	9	21.4	16	38.1	1	2.4
Asian	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latin o of any race	0	0	0	0	0	0	0	0	0	0	0	1	0	0.0	1	100	0	0.0	0	0.0	0	0.0
White	31	6	19.4	6	19.4	10	32.3	8	25.8	1	3.2	38	5	13.2	7	18.4	9	23.7	16	42.1	1	2.6
Two or more races	0	0	0	0	0	0	0	0	0	0	0	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	11	6	54.5	4	36.4	0	0.0	1	9.1	0	0.0
Free/Reduced Meals	17	5	29.4	6	35.3	4	23.5	2	11.8	0	0.0	20	6	30.0	2	10.0	4	20.0	7	35.0	1	5.0

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(FARMS)																						
Female	15	4	26.7	4	26.7	4	26.7	3	20.0	0	0.0	19	1	5.3	2	10.5	3	15.8	12	63.2	1	5.3
Male	17	2	11.8	2	11.8	6	35.3	5	29.4	2	11.8	23	6	26.1	7	30.4	6	26.1	4	17.4	0	0.0
Special Education-Exited	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0

Table 7

ELA Student Group Grade 4	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%
		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	33	1	3.0	4	12.1	11	33.3	14	42.4	3	9.1	33	4	12.1	9	27.3	8	24.2	11	33.3	1	3.0
Hispanic/Latin o of any race	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	*	*	*	*	*	*	*	*	*	*	*

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White	32	1	3.1	4	12.5	10	31.3	14	43.8	3	9.4	31	4	12.9	7	22.6	8	25.8	11	35.5	1	3.2
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	19	1	5.3	1	5.3	6	31.6	9	47.4	2	10.5	18	3	16.7	7	38.9	5	27.8	3	16.7	0	0.0
Female	21	1	4.8	1	4.8	7	33.3	10	47.6	2	9.5	14	1	7.1	4	28.6	5	35.7	4	28.6	0	0.0
Male	12	0	0.0	3	25.0	4	33.3	4	33.3	1	8.3	19	3	15.8	5	26.3	3	15.8	7	36.8	1	5.3
Title I	33	1	3.0	4	12.1	11	33.3	14	42.4	3	9.1	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special Education - Exited	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 8

ELA Student Group Grade 5	2015											2016										
	# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof

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All Students	33	6	18.2	6	18.2	11	33.3	10	30.3	0	0.0	30	1	3.3	3	10.0	6	20.0	17	56.7	3	10.0
Hispanic/Latin o of any race	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
White	30	5	16.7	5	16.7	11	36.7	9	30.0	0	0.0	30	1	3.3	3	10.0	6	20.0	17	56.7	3	10.0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	20	6	30.0	4	20.0	6	30.0	4	20.0	0	0.0	16	1	6.3	1	6.3	4	25.0	9	56.3	1	6.3
Female	17	4	23.5	1	5.9	4	23.5	8	47.1	0	0.0	20	1	5.0	2	10.0	2	10.0	13	65.0	2	10.0
Male	16	2	12.5	5	31.3	7	43.8	2	12.5	0	0.0	10	0	0.0	1	10.0	4	40.0	4	40.0	1	10.0
Title I	33	6	18.2	6	18.2	11	33.3	10	30.3	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
ADA	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special Education - exited	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

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Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

Based on 2016 PARCC data, only one of twenty two special education students were performing at a proficient level. Challenges for these students in the area of ELA include developing and understanding academic vocabulary as well as answering complex questions using textual evidence in response to literary and informational text.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Rationale: In addressing the development and understanding of academic vocabulary, teachers will include vocabulary activities that further students' comprehension of critical, content, and academic vocabulary on a weekly basis.

Change or strategy	Timeline	Resource Allocation	How will you measure progress
Word of the Week activities and use of Visual Vocabulary Cards (example from Treasures ConnectED)	Weekly	Vocabulary Posters Critical Verb and Noun Charts Schoolwide Word Wall	Teacher observation Noted in teacher plan books Classroom displays Writing prompts using vocabulary
Research-based intervention programs	Daily	Foundations ERI Orton/Gillingham LiPs REWARDS Wilson	Progress Monitoring Teacher observation Scholastic Reading Inventory Weekly reading assessments Quick Phonics Screener

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One Book/One School - The book, <i>James and the Giant Peach</i> , was chosen in part for its challenging and unique vocabulary. The whole school activity will focus students on the vocabulary words around the school, on the announcements and through daily reading and activities.	October- November	<u>James and the Giant Peach</u> books Vocabulary Cards Character Cards Author Study in Media Classes	Weekly Trivia Questions Classroom Discussions Teacher Observation
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Rationale: In addressing answering complex questions using textual evidence, teachers will support targeted standards using a variety of high interest, leveled texts. These texts lend themselves to complex questioning strategies and use of the gradual release of responsibility. Teachers will coach students in creating complete responses to complex questions. Strategies and examples of available resources to be used daily are:

Change or strategy	Timeline	Resource Allocation	How will you measure progress
Leveled readers with the Treasures series	Weekly	Leveled readers from Treasures Series Guided Reading Flex Groups	DIBELS (primary) Scholastic Reading Inventory (intermediate) Weekly reading assessments Teacher observation Anecdotal records Text Dependent Questions
ReadWorks	Monthly	Articles and Text Sets from ReadWorks	ReadWorks assessments Weekly Reading Assessments RACE written response strategy
Scholastic News	Weekly	Classroom Subscriptions PreK-5	Text-Dependent Questions Use of Text Features to aid in response Online quizzes Skills Games Reading Skills Practice Test (intermediate)

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PebbleGo and PebbleGo Next	Yearly	School Wide Subscriptions	Apply learned Research Skills through the use of databases Citing Sources Writing to Source Writing in Cooperative Groups
One Book/One School - <i>James and the Giant Peach</i>	October- November	<u>James and the Giant Peach</u> books Vocabulary Cards Character Cards Author Study in Media Classes	Weekly Trivia Questions Classroom Discussions Teacher Observation
RAZ Kids	Yearly	4 Classroom subscriptions	Website reports show individual student progress on various comprehension skills & Common Core Standards
NewsELA	Monthly	NewsELA free subscription	NewsELA article assessments NewsELA writing prompts Weekly reading assessments Teacher observation

A. Mathematics Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

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Table 9

Math Student Group Grade 3	2015											2016										
	# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	32	2	6.3	11	34.4	10	31.3	7	21.9	2	6.3	42	9	21.4	9	21.4	11	26.2	12	28.6	1	2.4
Asian	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic/Latino of any race	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	*	*	*	*	*	*	*	*	*	*	
White	31	2	6.5	11	35.5	10	32.3	7	22.6	1	3.2	38	6	15.8	8	21.1	11	28.9	12	31.6	1	2.6
Two or more races	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	*	*	*	*	*	*	*	*	*	*	
Special Education	*	*	*	*	*	*	*	*	*	*	*	11	7	63.6	3	27.3	0	0.0	1	9.1	0	0.0
Free/Reduced Meals (FARMS)	17	2	11.8	10	58.8	4	23.5	1	5.9	0	0.0	20	5	25.0	4	20.0	6	30.0	5	25.0	0	0.0
Female	15	0	0.0	7	46.7	6	40.0	2	13.3	0	0.0	19	0	0.0	3	15.8	6	31.6	9	47.4	1	5.3
Male	17	2	11.8	4	23.5	4	23.5	5	29.4	2	11.8	23	9	39.1	6	26.1	5	21.7	3	13.0	0	0.0
Title I	32	2	6.3	11	34.4	10	31.3	7	21.9	2	6.3	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

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Special Education - Excited	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
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Table 10

Math Student Group Grade 4	2015											2016										
	# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	33	1	3.0	7	21.2	11	33.3	14	42.4	0	0.0	33	11	33.3	6	18.2	9	27.3	7	21.2	0	0.0
Hispanic/Latino of any race	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	*	*	*	*	*	*	*	*	*	*	*
White	32	1	3.1	6	18.8	11	34.4	14	43.8	0	0.0	31	10	32.3	6	19.4	8	25.8	7	22.6	0	0.0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals	19	0	0.0	4	21.1	6	31.6	9	47.4	0	0.0	18	8	44.4	6	33.3	3	16.7	1	5.6	0	0.0

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(FARMS)																						
Female	21	1	4.8	5	23.8	5	23.8	10	47.6	0	0.0	14	4	28.6	5	35.7	5	35.7	0	0.0	0	0.0
Male	12	0	0.0	2	16.7	6	50.0	4	33.3	0	0.0	19	7	36.8	1	5.3	4	21.1	7	36.8	0	0.0
Title I	33	1	3.0	7	21.2	11	33.3	14	42.4	0	0.0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Special Education - exited	*	*	*	*	*	*	*	*	*	*	*	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 11

Math Student Group Grade 5	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%
		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	33	6	18.2	11	33.3	13	39.4	2	6.1	1	3.0	30	1	3.3	4	13.3	10	33.3	12	40.0	3	10.0
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	0
White	30	5	16.7	10	33.3	13	43.3	1	3.3	1	3.3	30	1	3.3	4	13.3	10	33.3	12	40.0	3	10.0

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Two or more races	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	20	5	25.0	9	45.0	5	25.0	1	5.0	0	0.0	16	1	6.3	1	6.3	6	37.5	8	50.0	0	0.0
Title I	33	6	18.2	11	33.3	13	39.4	2	6.1	1	3.0	0	0	0	0	0	0	0	0	0	0	
ADA	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	
Special Education-Exited	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0	0	0	0	0	
Female	17	4	23.5	5	29.4	7	41.2	0	0.0	1	5.9	20	1	5.0	2	10.0	8	40.0	8	40.0	1	5.0
Male	16	2	12.5	6	37.5	6	37.5	2	12.5	0	0.0	*	*	*	*	*	*	*	*	*	*	

Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

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Based on 2016 PARCC data, only one of twenty two special education students were performing at a proficient level. Challenges for these students in the area of math include developing and understanding academic vocabulary, using problem solving strategies to solve multi-step problems, building conceptual understanding to increase fluency of math operations.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Rationale: In addressing the development and understanding of academic vocabulary, teachers will include vocabulary activities that further students comprehension of critical, content, and academic vocabulary on a weekly basis. This will be done through:

Change or strategy	Timeline	Resource Allocation	How will you measure progress
Word of the Week activities	Weekly	Vocabulary Posters Critical Verb and Noun Charts Schoolwide Word Wall	Teacher observation Noted in teacher plan books Classroom displays Writing prompts using vocabulary
Math Focus Wall	Daily	Vocabulary Cards	Writing prompts using vocabulary
Math Tasks	Bi-Weekly	Math Tasks from County Curriculum	Math tasks graded through use of rubrics Teacher observation

Rationale: In addressing the use of problem solving strategies to solve multi-step problems, teachers will provide multiple opportunities for students to improve their problem solving skills. This will be completed daily. This will be done through:

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Change or strategy	Timeline	Resource Allocation	How will you measure progress
Gradual Release of Responsibility (leading to independent problem solving)	Daily	Teacher Lesson Planning Lesson Materials	Teacher Observation Formative & Summative Assessments
Multi-Step Math Problems	Daily	Math Problems from County Math Document	Math Journal Rubric
Number Talks	Minimum 3X per week	Chart Paper Rekenreks Hundreds Charts Number Lines	Teacher Observation of strategy use Math Journals
Use of manipulatives	Daily	Dominos Unifix cubes Rekenreks Dice, etc.	Teacher Observation Math Journals Cooperative Group Work
Computer programs to reinforce skills	Daily	FrontRowEd Subscription Xtra Math DigitWhiz subscription	Reports from programs that detail progress and mastery
Multiple Methods/Strategies to solve math problems	Daily	Strategy Posters Manipulatives	Teacher Observation Math Journals Summative/Formative Assessments
Math Videos	As needed	learnzillion.com khanacademy.org youtube.com envision videos	Teacher Observation Math Journals

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Rationale: In addressing the use of conceptual understanding to build fluency, teachers will provide ample practice for students to increase math fluency on a daily basis. This will be done through small group and whole group instruction. These activities may include but are not limited to:

Change or strategy	Timeline	Resource Allocation	How will you measure progress
Use of Manipulatives - Students will build a better understanding of basic math facts through the use of manipulatives such as dominos, unifix cubes, dice, and rekenreks	Daily	Dominos Unifix cubes Dice Rekenreks Fraction bars, etc.	Teacher Observation Math Journals Cooperative Group Work
Math Fact Fridays - On Fridays a school-wide focus will be placed on facts. Teachers will provide opportunities for fact practice (games, computer programs, to practice and assess students' progress toward fact mastery).	Fridays	Math Fact Computer Programs Games	Weekly Fact Tests Generated Reports from Computer Programs

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B. Science

Table 13: Maryland School Assessment Performance Results – Science MSA Grade 5									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	30	26	86.7	33	19	57.6			≥95.0
Hispanic/Latino of any race				1	1	100.0			
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	29	26	89.7	30	18	60.0			
Two or more races	1	0	0.0	2	0	0.0			
Special Education	3	1	33.3	8	3	37.5			
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	16	15	93.8	20	8	40.0	13	11	94.4
Male	10	8	80.0	16	8	50.0	18	17	94.4
Female	20	18	90.0	17	11	64.7			≥95.0

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

Based on the 2016 MSA data only 1 out of 3 special education students were performing at a proficient level. Challenges for these students in the area of science include developing and understanding academic vocabulary and access, understand, and apply the NGSS.

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Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

In addressing the development and understanding of academic vocabulary, the teachers will include vocabulary activities that further student comprehension of critical content and academic vocabulary on a unit basis. These activities may include but are not limited to:

Change or strategy	Timeline	Resource Allocation	How will you measure progress
Developing Academic Vocabulary	Daily	Scholastic News PebbleGo and PebbleGoNext Treasures Trade Books NewsELA Discovery Education	Classroom Discussion Teacher Observation
Science Vocabulary Display (During science units, content vocabulary will be displayed in classrooms.)	Daily (when science is taught)	Vocabulary Word Cards	Teacher Observation Classroom Discussion Writing to Respond Prompts
Integrating Science Vocabulary into other Content Areas	As needed	Scholastic News NewsELA Treasures leveled readers	Teacher Observation Classroom Discussion Writing to Respond Prompts

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In addressing the science curriculum, the teachers will include activities that allow students to access, understand, and apply the NGSS during science unit. These activities may include but are not limited to:

Change or strategy	Timeline	Resource Allocation	How will you measure progress
Utilize 5E Model to demonstrate an understanding of the NGSS	As needed	Discovery Education County Science Kits Science Journal Activities	Science Journal Activities Teacher Observation
Testing Transition for Next Generation Science Standards	Yearly	Computer Lab/Laptops Typing.com Engrade Teacher/Grade Level Planning Time	Engrade Assessments Typing Reports from Typing.com Science Journal Activities
Implementation of county-developed NGSS science units	Daily	Grade-Level Science Units	Cooperative Group Work Class Projects & Assignments Culminating Activities
Schoolwide <i>Discovery Days</i> (winter & spring) - students and parents will participate in science/STEM related activities at each grade level.	2X per year	Teacher/Grade Level Planning Time Lesson Materials	Discovery Day Journal Entries Classroom Extension Activities/projects Teacher Observation
Implementation of various UDL strategies	Daily	Discovery Ed. videos & Techbooks Variety of Technology Academic Vocabulary Informational Text	Application of research skills and technology Teacher Observation Lesson Plans Journal Activities
Discovery Showcase - interested families participate in designing and building an interactive invention/creation to be displayed at the Showcase.	March	Research Time Provide Examples/videos Provide requested materials	Voluntary Participation in the Showcase Project Quality Understanding of project concept

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VI. EARLY LEARNING

Based on the examination of the 2015-2016 R4K Kindergarten Readiness Assessment Data:

- A. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.

B.

Kindergarten Readiness Assessment Data Overview

	Language and Literacy	Mathematics	Social Foundations	Physical Development	Composite Score
Rating	CNT/PCT	CNT/PCT	CNT/PCT	CNT/PCT	CNT/PCT
Dem	13/35	14/38	7/19	8/22	9/24
Not Dem	24/65	23/62	30/81	29/78	16/43
Em					12/32

Strategies and programs in place to address deficiencies include, but are not limited to:

- Lessons from the Second Step curriculum for Pre-K and Kindergarten students
- Handwriting Without Tears in Pre-K and Kindergarten
- Zula kits for science instruction/hands-on learning
- Development of lessons for active engagement and implementation of principles of UDL in all curricular areas
- Field Trips to community establishments as well as virtual field trips
- Seesaw application to inform parents of student progress for Pre-K students
- Use of ELA and math assessments in Pre-K and Kindergarten
- DIBELS and progress monitoring for students in Kindergarten
- Activities/lessons from Phonemic Awareness for Young Children in Pre-K and Kindergarten

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- C. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.

The school is informing parents when there is an event in the community provided by the Early Childhood Advisory Council. This is accomplished through flyers, the monthly newsletter as well as posts on the school website and school Facebook page. During the spring articulation meetings conducted at the school, Head Start personnel visit Flintstone School to speak with early childhood teachers about the students who will be transitioning from Head Start to Flintstone programs. Our school staff has also been invited to other elementary schools in the county for IEP meetings when a child is moving from a specialized program to his/her home school of Flintstone.

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VII. ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.3%	Y
Grade 92	93.6%	N
Grade 00	93.8%	N
Grade 01	96.0%	Y
Grade 02	95.4%	Y
Grade 03	95.9%	Y
Grade 04	94.9%	Y
Grade 05	96.5%	Y

Table 16: Attendance Rate	All Students				
Subgroups – School Level Data	94%	94%	94%	94%	94%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Students	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	95.3%
Hispanic/Latino of any race					96.2%
American Indian or Alaska Native					
Asian					100.0%
Black or African American					
Native Hawaiian or Other Pacific Islander					
White	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	95.3%
Two or more races					94.2%
Special Education	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	<u>>95%</u>	95.1%
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)	94.8%	<u>>95%</u>	<u>>95%</u>	94.5%	94.7%

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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.

Families and students of Flintstone School demonstrate a commitment to good attendance. Trend data indicates that subgroups meet/exceed the state expectation of 94%. Grade level data indicates that the lowest percentages are reported in Pre-K and Kindergarten where children are often in their first school experiences and are exposed to more illnesses with limited resistance. It is noted that attendance rates meet the expectations in all other grade levels as students adjust to being with peers.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

As our data shows, our attendance rate is an area of strength. We will continue our attendance initiatives with the hope that they will continue to support our students and their families in a positive way. Our guidance counselor makes daily phone calls for students who are absent. This serves as a way to talk with families about the absence, makeup work needed as well as the importance of good school attendance, when it is noted that a child is accumulating several absences. We will reward those students demonstrating good attendance through announcements on the loudspeaker, dog tags and certificates.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

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VIII. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:

a. How many students were identified as habitual truants?

While the provided data chart does not indicate that Flintstone has students identified as habitual truants, there were 3 students were identified during the 2015-2016 school year of concern to the teachers regarding the amount of time missed due to absences, tardiness, or early dismissals.

b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

Our school staff continues to work with our parents to impress upon them the importance of children being in school and being on time each day. Our counselor makes daily phone calls to inquire about absences. Recognition is provided throughout the school year to students demonstrating good attendance as role models for others. Families with students considered habitual truants are referred to the school counselor to discuss the importance of good school attendance. The counselor meets with the students as well as makes contact with the parents/guardians. The Pupil Personnel Worker remains in close contact with families regarding attendance concerns, often making home visits or having parents/guardians come to the school for a conference. Letters are sent to families to indicate the number of days missed, tardiness or early dismissals. We offer support from various agencies to the families prior to making any referrals to the judicial system.

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X. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

	2014-2015	2015-2016
Bullying suspensions- in school	0	0
Bullying suspensions - out of school	0	0
Sexual harassment suspensions- in school	0	0
Sexual harassment suspensions - out of school	0	≤10

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XI. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Strategies to support and improve the implementation of the PBIS framework, monthly PBIS meetings are held. The following Tier I strategies are being implemented:

- School Counselor involvement with students and families
 - Implementation of the school PBIS program at all grade levels to reward students for positive behaviors
 - Classroom-based positive behavior plans (ex. Class Dojo, Brag Tags)
 - Bus Rewards program
 - Quarterly Incentives for positive behavior, increasing to monthly incentives if data indicates a need
 - Student of the Month Recognition
 - Sparkler Store where students can “shop” with sparklers earned for good behavior
 - Praise Notes given quarterly to students exemplifying good behavior
2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

In order to better support students and staff within the PBIS Framework, the following strategies and interventions are being implemented: *Check In Check Out (CICO)*, *Check & Connect Student Engagement Model*, Collaboration with County Behavior Specialist and School Psychologist, and referrals to the ACHD Mental Health Program.

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XII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

- 1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
Students in Grades kindergarten through second at Flintstone School will be able to write an opinion piece to express their thoughts coherently. All students in these grades will participate in this SLO as they work throughout the second semester to express their own opinions.
- 2. Describe the information and/or data that was collected or used to create the SLO.**
Writing in the primary grades is a difficult task for youngsters due to the complexity of putting thoughts together then writing the thoughts into a composition. Teachers in primary grades expressed a need for more focused, intentional instruction for students. A baseline piece of writing will be completed by students in January. This writing will be graded using the 6+1 rubric for “ideas” in the Writing Traits program.
- 3. How does the SLO support School Improvement Needs and/or Goals?**
Primary students are expected to express themselves through their writing. In the MDCCRS, students begin in kindergarten by drawing, dictating, and writing to express their opinions about a topic and advance in grade 2 to be able to write opinion pieces where they state an opinion, supply reasons then provide a concluding statement. In order to be fluent readers/writers, students need to be able to read text then express opinions about the reading selections. As students move into intermediate grades, they are expected to be able to compare/contrast reading selections and /or authors and state opinions about the text. It is imperative that the foundational skills be developed in the primary grades for later success.
- 4. Describe what evidence will be used to determine student growth for the SLO.**
By April the primary students will have completed several opinion writing pieces that have been graded using the 6+1 rubric for “ideas.” All students are expected to show a gain of at least one level on the rubric. Teachers will work with their grade level colleague to score the writing pieces, to analyze errors and to discuss instructional needs for students to be successful as readers/writers.

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PRINCIPAL SLO 2

- 1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
This SLO will focus on students in grades 3-5 having taken the Think Through Math pretest. As a test of the standards for the entire school year, this test provided staff with rankings on student performance at far below basic, below basic, basic, proficient. All students in grades 3-5 who scored far below basic, below basic and basic will be expected to gain 1 level by the end of the school year as determined by the Think Through math posttest. Students who scored at Proficient on the Pretest will be expected to, at a minimum, maintain that level of achievement.
- 2. Describe the information and/or data that was collected or used to create the SLO.**
Information/data for this SLO was collected using the pretest for Think Through Math computerized testing that was administered for the students during the first week of September. This test measured all standards at the assigned grade level. The classroom teachers of grades 3,4,5 worked with administration to create this SLO to be able to focus on the standards they would be addressing this year in the math classes.
- 3. How does the SLO support School Improvement Needs and/or Goals?**
Strategies have been identified by the staff to address achievement gaps among the various subgroups of students. This SLO includes students in general education as well as students with disabilities and is composed of male and female students. There are FARMS and Non-FARMS students within the group so that ALL learners will achieve the learning outcomes in mathematics instruction.
- 4. Describe what evidence will be used to determine student growth for the SLO.**
Throughout the year, as students participate in the REWARDS program, various formative assessments will be used to monitor student growth in decoding multi-syllabic words. Observation of student work in the sessions will guide instruction/pacing as well as one minute reading passages to measure fluency and the Quick Phonics Screener to periodically measure gains. At the conclusion of the SLO students will take a posttest to determine if students have met their individual growth targets.

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XIII. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Describe in a narrative your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Under the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher, Community Member, and so forth. The committee must represent a cross section of the school community.

Parent Advisory Committee 2016 – 2017

Name	Position
Dr. Matthew Crawford	PAC Representative
Mrs. Michelle Crawford	Parent - Pre-K
Mrs. Megan Mallow	Parent - Kindergarten
Mrs. Christina Tippen	Parent - 1st grade
Mrs. Alison Foote	Parent - 2nd grade
Mr. Theodore Tuma	Parent- 3rd grade
Mrs. Lori Fleegle	Parent- 4th grade
Mrs. Stephanie McCoy	Parent - 5th grade
Mrs. Mae Cockrum	Community Rep

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FLINTSTONE PARENT INVOLVEMENT PLAN**

Expectations

Flintstone recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision environment of high expectations shared by home and school-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent involvement activities
- IV – Activities that promote a positive environment

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2016-17.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making The parent involvement plan is developed with input from parents.	Parent representatives on SIT and other decision making teams collaborate with school staff on the development of the School Improvement Plan.	Oct. 2016	Principal and SIT chair
	The school improvement plan is published on the school website. Parents are informed of the opportunity to review and comment on the plan at any time.	Dec. 2016	Central Office
	A committee that includes at least one parent representative from each grade level will meet in	Apr. 2017	SIT Chair

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	April or May to review the current year’s plan and make revisions. SIT will review the proposed changes.		
II. Building Parental Capacity Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments. Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement	Open House Parent Conference Days PARCC home reports KRA report IEP meetings References to the various websites in the monthly newsletters and links on the school’s website for parents to view: <ul style="list-style-type: none"> ● Mdk12.org ● Marylandpublicschools.org ● PARCC.org ● acpsmd.org Bye and Cry Breakfast Orientation meetings for Pre- K and Kindergarten Discovery Showcase Parent Request workshops	Oct. 2016 Sept. 2016 Feb. 2017 Dec. 2016 Ongoing Monthly Aug. 2016 Aug. 2016 May 2017 Mar. 2017	Teachers Teachers Teachers of grades 3-5 Kindergarten teachers SEF, Gen. Ed teacher, Inclusion teach Principal Tech Leader Counselor K Teachers, Pre-K Teacher, Principal Teachers of Pre-K and K Classroom teachers

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<p>Ensure information is presented in a format and/or language parents can understand.</p> <p>Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	PARCC presentation	Ongoing	Teachers, Principal
	The parent/student handbook is available on the school's website.	Jan. 2017	Teachers of grades 3-5, Principal, Testing Coordinator
	The assignment notebook and home school communicator are sent home daily with information for parents.	Fall 2017	Principal and Media Specialist
	Monthly newsletter are sent to families and posted on the website.	Daily	Classroom teachers
	Monthly event calendars are sent home.	Monthly	Principal and Media Specialist
	The school website is a source of information and communication for parents	Monthly	Secretary and classroom teachers
	A school Facebook page serves as a bulletin board of upcoming events and activities for families.	Daily	Principal and Media Specialist
	ACPS website contains valuable information for parents.	Daily	Principal and Media Specialist
		Ongoing	Central Office

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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	Parents are asked to complete an evaluation of each activity that is conducted at the school. Feedback is important to planning future activities and parent workshops.	Ongoing	Staff members responsible for each activity
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Volunteers at the school participate in training related to ways to help at the school. Information is also shared regarding the need for confidentiality when working with students and in classrooms. Parents are encouraged to participate at Flintstone in a variety of ways such as: <ul style="list-style-type: none"> ● Grandparent's Day ● Grade specific activities ● Outdoor School ● Book Fair ● Discovery Days ● Sparkler Store ● Seussabration ● PBIS incentive programs ● Field trips ● Project Fit America ● Bye and Cry Breakfast 	ongoing	School Committee Chairpersons

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Section XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

1. Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?

Our priority is to implement the Gradual Release of Responsibility Instructional Framework and support staff as they utilize the framework for planning and instruction.

2. How will these priorities be addressed?

- October 18 Systemwide Staff development
- School Based PD to follow (Jan 25) and build upon District's PD on Principal PD days
- Discussions and examples provided at team meetings at least monthly
- Opportunities for teachers to visit classrooms within the school to see the implementation of GRR

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Section XVI. MANAGEMENT PLAN

1. How will the plan be shared with the faculty and staff?

The plan will be shared with the faculty/staff at a SIT meeting in November, 2016. All faculty/staff will have access to the plan when it is posted on the school website as well as sharing it in Google Drive. The plan will be monitored throughout the year by the school improvement team. Assessment documentation will be used to update the plan and to make revisions as needed.

2. How will student progress data be collected, reported to, and evaluated by the SIT?

Data will be collected throughout the year through the Engrade system, Think Through Math and SRI. SIT will be responsible for collecting and monitoring the reading, math and science data. SIT will also receive frequent updates regarding the various interventions and students monitoring reports. PST will continue to monitor/report attendance and behavior data. Various committees have been organized to plan, organize and facilitate parent involvement activities throughout the year.

3. How will the SIP be revised based on student progress and the method(s) used to measure student progress?

Data will be analyzed by classroom teachers, the intervention teacher and members of the School Improvement Team. Data analysis will determine changes in instructional groups as well as in placing students in intervention programs. Upon the collection and analysis of milestone and objective data, the SIP will be revised according to the identified needs. At the end of each marking period as well as following benchmark administration, these needs will be addressed through changes in activities, groups, and staff responsibilities. The needs of the students will be determined by assessments/benchmarks to determine flex groups/remediation/intervention/enrichment opportunities.

4. What role will classroom teachers and/or departments have in implementing and monitoring the plan?

Classroom teachers have the opportunity to serve on the School Improvement Team where data is monitored regularly. Assessment data will be discussed in team meetings, as it is available.

5. How will the initial plan be shared with parents and community members?

Parents will be informed of the SIP through the monthly school newsletter, the school Facebook page and on the school website.

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Copies of the plan will be available in the school office for parent review. Parents serving on SIT will be part of the monthly discussions regarding implementation and progress.

- 6. How will revisions to the SIP be presented to the staff, parents, and community?**

Revisions will be discussed at monthly SIT meetings. Any major changes, which are felt to be of particular interest to the community, will be communicated through the school's regular communication tools and at PTA meetings. Updates will also be made to the SIP on the county and school's websites to continually inform parents of the revision and progress toward established goals.

- 7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?**

The Elementary Office of ACPS will support administrative functions in collecting, analyzing and reporting data. A team from the Central Office of ACPS will be responsible for reading the SIP, meeting with the school principal and SIT chair to discuss the plan as well as to make suggestions/revision to the plan. Technical assistance will be provided to the team by Central Office staff in implementing the MTSS this year as it is new to the planning process.

- 8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.**

October 28, 2016

November, 2016

December, 2016

April, 2017