SCHOOL: Flintstone Elementary School   **PRINCIPAL: Sharon Morgan**

SCHOOL PROGRESS INDEX: _____.9930_____   `

(Please Check)	STRAND	2014 Criteria
	1	➢ Meets and/or exceeds academic standards ➢ Minimal subgroups missing AMOs
	2	➢ Meets academic standards ➢ Some subgroups missing AMOs
X	**3**	➢ Minimally meets or does not meet academic standards ➢ Multiple groups missing AMOs
	4	➢ Usually does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed
	5	➢ Does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

Are you a Title I school?   ☐Yes   X No
Have you ever been a Blue Ribbon School?   ☐Yes   X No
Are you a High Poverty School?   ☐Yes   X No

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	➢ Meets and/or exceeds academic standards ➢ Closing the achievement gap
	Focus	➢ Need to focus on subgroups not meeting AMOs ➢ Need to focus on the gap in subgroup performance
	Priority	➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

Allegany County Public Schools
2015 – 2016 School Improvement Plan

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	■■■	1	1
Teachers	■■■	15	15
Itinerant staff	9	■■■	9
Paraprofessionals	4	2	6
Support Staff	3		3
Other	6	5	11
Total Staff	22	23	45

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	**2015 – 2016 Official Data**	**2014 – 2015 Official Data**	**2013 – 2014 Official Data**	**2012 – 2013 Official Data**
Percentage of faculty who are: ● Highly qualified to teach in assigned area(s) ● Not highly qualified to teach in assigned area(s)	100%	100%	100%	100%
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	10	9	8	7
Teacher Average Daily Attendance	■■■	95.8%	91.1%	$\geq$95%

B. Student Demographics

Table 3   **SUBGROUP DATA**   Data from prior year's SIP

	2015 – 2016 TOTAL	2014 – 2015 TOTAL	2013-2014 TOTAL
American Indian/Alaskan Native			
Hawaiian/Pacific Islander			
African American	<u><10</u>	<u><10</u>	<u><10</u>
White	225	215	218
Asian	<10	<u><10</u>	<u><10</u>
Two or More Races	<10	<u><10</u>	<u><10</u>
Special Education	44		
LEP			
Males	125	122	122
Females	110	105	105
Total Enrollment (Males + Females)	235	227	225

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014**: 58.5%

C. **Special Education Data 2015-2016 School Year**

   Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	N/A
03 Deaf	N/A
04 Speech/Language Impaired	19
05 Visual Impairment	N/A
06 Emotional Disturbance	N/A
07 Orthopedic Impairment	N/A
08 Other Health Impaired	≤10
09 Specific Learning Disability	≤10
10 Multiple Disabilities	N/A
12 Deaf-Blindness	N/A
13 Traumatic Brain Injury	N/A
14 Autism	≤10
15 Developmental Delay	≤10

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.

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

Regular communication with parents and community are key in our 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 & school events, and parents/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 know and understand the unique emotional needs of their students, and demonstrate caring and empathy when working daily with each child. An environment of respect is obvious when entering areas of learning in our 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.

Health, well-being, and safety is another priority at our school. We want all involved to feel confident that we do 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, Ready to Listen and Learn, and Be Safe). 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.

Flintstone School became a PBIS school 8 years ago. During the last six 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 consistency of 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*

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.

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: providing the learner various ways of acquiring information and knowledge.	- RAZ-kids computer program (K-5) 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: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- Product** - 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: *tap into learners*	**Multiple Options for Engagement**

interests, challenge them appropriately, and motivate them to learn.	● Independent reading time as part of daily routines to allow students choice in materials ● Inviting personal response and self-reflection 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

V.   PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

A. 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 percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 6: ELA (Reading) MSA Results									
	All Students								
Subgroup	**2014**			**2013**			**2012**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	99	90	90.9	95	83	87.4	101	95	94.1
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*

Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	*	*	*	89	79	88.8	*	*	**≥95.0**
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	20	18	90	15	9	60	13	11	84.6
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	59	52	88.1	54	44	81.5	58	55	94.8

B. Mathematics – Proficiency Data (Elementary, Middle and High Schools)

Table 9 : Mathematics MSA Results									
	All Students								
Subgroup	**2014**			**2013**			**2012**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	82	72	87.8	95	88	92.6	101	95	94.1
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White				89	83	93.3	94	88	93.6
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	18	14	77.8	15	12	80	13	12	92.3
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	47	39	83	54	47	87	58	54	93.1

Academic Data Review

> **In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.**
>
> Priority: Looking at the historical data from MSA our priority is to close the gap between our special education students and the general education students.
>
> To help promote school-wide gap reduction and foster growth at all grade levels, teachers will work to continuously build students' academic capabilities through major strategies such as:
> - mathematical reasoning
> - using textual evidence to support thinking
> - utilizing resources appropriately
>
> Formative assessments will be used at all grade levels to support learning *during* the learning process and as a "check for understanding" of presented concepts and skills. This form of assessment will also be used to guide teachers' decision-making about differentiation of future instruction within the classroom and to provide feedback to students so that they may begin to improve their own performance through self-regulation.

Moving Forward

1. **As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.**

Historically, our special education and FARMS students have not achieved at the same level as their peers. Specifically over the past 3 years FARMS and special education students have declined and the gap between these subgroups and all students remains.

2. **Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.**

Mathematical Reasoning

> Throughout the school, we will implement and support this strategy by:
> - Incorporating "number talks" based on the Math Solutions program
> - utilizing Math journals to support the use of math vocabulary in writing
> - using manipulatives to form a solid conceptual understanding of math topics

- differentiating instruction through small groups, making use of instructional assistants, classroom teachers and special education inclusion teacher

Teachers will be conducting county, school and individual SLOs in support of this strategy. The data collected from the SLOs will help track students' progress towards identified outcomes. County math benchmarks will assess students' mathematical reasoning throughout the year and provide data to teachers to guide instruction. The county walk-through tool will be used by the principal to monitor the implementation of strategies.

Using textual evidence to support thinking

Teachers in grades K-5 will apply the following strategies:
- apply close reading skills
- respond to text dependent questions across the curriculum
- explicit instruction of CCSS vocabulary (word of the week)
- relate classroom practices to the independent reading program Raz-kids.com
- provide accessibility for all learners through a variety of multimedia formats(Capstone e-books, Scholastic News online)

Based upon student data, SLOs have been developed to address the need to improve student written responses to text. Student progress will be monitored and reported to the Principal and adjusted by teachers as necessary.

Utilizing resources appropriately

School-wide, teachers instruct students on best practices for utilizing resources by:
- developing familiarity with a keyboard and basic word processing skills
- independently problem-solving when faced with issues
- choosing appropriate tools for a task
- collaborating/co-teaching with the media specialist to integrate technology skills across the curriculum

Following the administration of quarterly benchmarks given through Engrade, teachers will assess their students' ability to utilize various resources appropriately. The results and observations will be shared and discussed at team meetings and adjustments made to instruction.

3. **Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.**

Funding

- Raz-kids subscription was purchased through Title I funds last year and the current subscription will end in February
- Capstone eBooks were purchased with library media budget funds and a matching grant from Capstone Publishing

- Additional math manipulatives to support Math Solutions and Common Core instruction will be funded with school funds as available and requested

Timeline

Weekly team meetings and monthly School Improvement Team meetings will be used to monitor and address adjustments in the SIP throughout the year.

C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)

Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students			**>95**	34	30	88.2	34	31	91.2
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White									
Two or more races									
Special Education									
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	16	15	93.8	22	18	81.8	18	16	88.9

1. **Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.**
   According to the 2014 MSA data, FARMS students scored slightly below their counterparts with 93.8% being advanced or proficient.

2. **To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate**.

Change or strategy	Rationale for selection and/or evidence-based practice	Timeline	Resource Allocation	How will you measure student progress Objective Milestone (student progress)
STEM Practices integrated	Students will be involved in interdisciplinary activities encouraging inquiry based learning, logical reasoning, collaboration and investigation. Science content and standards will be presented through authentic learning experiences.	Ongoing	● Science laboratory materials ● ACPS STEM activity bank ● Various forms of technology	● Teacher Observation ● Analyzing final STEM product (model, lab report, etc.) ● Teacher-created rubrics
Increased use of CCRS reading strategies during science classes	CCRS for Informational Text will be implemented during science instruction to ensure that all students gain an understanding of	Ongoing	● Science nonfiction books ● Discovery to build background knowledge ● Integration of science with Treasures reading series	Students in grades 3-5 will be successful with all science unit tests Incorporating writing into science instruction using PARCC like rubrics to evaluate

	key ideas and details, craft and structure and integration of knowledge and ideas.			
Universal Design for Learning guidelines will be used frequently in all classroom during science instruction	Students will be exposed to a variety of instructional methods in order to reach the strengths of all students and deliver science content with the use of manipulatives, authentic reading materials and problem based learning.	Ongoing	• UDL Guidelines wheels • Various forms of technology • *Universal Design for Learning in the Classroom* book by Hall, Meyer and Rose • Increased use of manipulatives/hands-on opportunities to experiment/design/create	All students will meet success with all science unit tests Observation

VI.   EARLY LEARNING

Based on the examination of the 2014-2015 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.**

After examining our 2014-15 data we noted the following:

Domain	% of students demonstrating readiness for Kindergarten
Overall	29% (9/31)

Social Foundations	19% (6/31)
Language and Literacy	45% (14/31)
Mathematics	42% (13/31)
Physical Well being and Motor Development	32% (10/31)

Our school's plan for addressing the needs of new kindergarteners not demonstrating readiness includes:

- PBIS includes PreK and K students and addresses the social foundational skills in a developmentally appropriate way. The guidance counselor visits monthly with lessons developing an understanding of rules and responsible behavior. Lessons for developing cooperative behavior and positive interaction with others are also implemented throughout the year. She is available to the teacher and students to work one on one and address specific issues.
- Teachers may seek additional support through CSEFEL (Center on the Social and Emotional Foundations for Early Learning) as well as county behavioral specialist for students with behavioral/social challenges.
- Small group opportunities are increased with the utilization of the classroom teachers, instructional assistants and special education inclusion teacher. These small groups allow for differentiated instruction based on student needs and readiness levels.
- School-wide, we provide opportunities for all students to build a strong foundation of experiences that support learning in the classroom beginning in Pre-K.
  - community field trips
  - guest speakers and presentations (FSU, MD Science Center)
  - Arts in the School through the Arts Council
  - One Book One School Program
  - school wide enrichment programs (Discovery Days, holiday events)
- A strong family engagement is critical for school readiness and early school success. Parents are encouraged to be involved through some of the following:
  - PTA
  - Bye and Cry Breakfast (Pre-K and K parents)
  - Pre-K and Kindergarten Orientation

- ○ Monthly classroom and school newsletters
- ○ School volunteer Program
- ○ Home/School Compact
- ○ Parent Request Workshops (based on a parent survey)
- The Physical Well Being and Motor Development domain is supported through our Physical Education curriculum and supplemented with Project Fit America. As we look at the needs of our youngest learners, we have identified a weakness in our current playground equipment and are working towards forming a committee that will address these needs.

B. **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".**
School personnel are in contact with the early childhood supervisor for consultation/assistance as needed regarding curricular or student needs. Personnel from the Judy Center can provide consultation services. The school invites Head Start staff members to articulation meeting in the spring to share information regarding students currently attending Head Start to be enrolled in Flintstone. The Inclusion Teacher, school administrator, and Special Education Facilitator meet annually with personnel at county preschool special education centers when students are to return to Flintstone to continue their education.

VII. **SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools**

The 2014 (2013) School Progress Index is .9930
This SPI places our school in Strand 3

A. **Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.
Table 17

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or	87.37%	92.63%	83.33%	

Proficient				
2013(4) Achievement AMOs	88.56%	89.92%	88.43%	
Measure Progress Scale Values	0.9865	1.0302	0.9424	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3288	+0.3434	+.03141	0.9864
Achievement Contribution Value				.02959

List any content area where the Measure Progress Scale Value is less than 1.   Math, Science
Any content area listed should be addressed in the AMO Progress section of the plan.

B. **Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	white 95.74%	white 93.62%	white 93.94%	
2013 Lowest Performing Subgroup and the % of Students who Scored	FARMS 81.48%	FARMS 87.04%	FARMS 75.00%	

Adv. Or Proficient				
This Year's Gap (complement)	14.26%	6.58%	18.94%	
2013 Gap Reduction AMO (complement)	85.74%	93.42%	81.06%	
Measure Progress Scale Values	0.8974	1.1639	1.2601	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.29111	+ 0.38880	+0.4200	1.1071
Gap Reduction Value				0.4428

List any content area where the Measure Progress Scale Value is less than 1. Math

Any area listed should be addressed in the AMO Progress section of the plan.

C. **Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	50.00%	82.26%	
2013 Growth AMO	67.59%	86.11%	
Measure Progress Scale Values	0.7397	0.9553	

Proportional Significance	**50%**	**50%**	
Measure Contribution	**.3699**	**+0.4776**	**0.8475**
Growth Contribution Value			**0.2542**

List any content area where the Measure Progress Scale Value is less than 1.   Math, Reading

Any content area listed should be addressed in the AMO Progress section of the plan.

VIII.   ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	≥ 95.0	Y
Grade 1	≥ 95.0	Y
Grade 2	93.7	N
Grade	≥ 95.0	Y
Grade	≥ 95.0	Y
Grade	≥ 95.0	Y

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%

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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Hispanic/Latino of any race			*	*	*
American Indian or Alaska Native			*	*	*
Asian			*	*	*
Black or African American			*	*	*
Native Hawaiian or Other Pacific Islander			*	*	*
White			≥95.0	≥95.0	≥95.0
Two or more races			*	*	*
Special Education	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	94.5	≥95.0	94.8	≥95.0	≥95.0

1. **Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.** While attendance is not a great area of concern for us our data does show our 2nd grade students have a lower attendance rates than other grades at Flintstone Elementary. We will look at more trend data (the website wouldn't give us the data we needed) to see if this is a problem associated with the grade level or the students who just happened to be in that grade that year.

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 to be 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 will continue to make daily phone calls inquiring why a student is absent. 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.** Our data wasn't stagnant and continued to show our students are attending school at a high level of frequency. We will continue with the activities that have been successful in the past and monitor monthly attendance levels to determine if they are continuing on the high trend.

IX.   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?** Fewer than 10 students
   b.   **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.** We haven't been identified as a school with habitual truancy however we continue to work with our parents and impress upon them the importance of their children being in school and being on time each day. Our guidance counselor makes daily phone calls to inquire about students who are absent each day and we reward good attendance at various times in the school year. The Pupil Personnel Worker remains in close contact with families regarding attendance concerns. Letters are sent to families to indicate the number of days missed, tardiness or early dismissals. Conferences are conducted with these families. As needed, the legal system is another recourse.

XI.   SCHOOL SAFETY – SUSPENSIONS

   Suspension – In school and out of school suspensions - Less than 10 suspensions.

   School Safety – Suspension for Sexual Harassment, Harassment, and Bullying - Less than 10 suspensions

   We do not see suspensions as an issue at Flintstone Elementary but we of course continue to monitor the number of instances through our PBIS committee. We feel the positive nature of our PBIS program and the newly added LAP room for this year will help us address behavior problems before it is necessary to have students removed from the building.

XII.   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.**

The students at Flintstone School earned Gold Recognition through the PBIS Incentive program. The number of discipline referrals have increased during the last 2 years.

07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
153	110	96	94	51	59	73	70

As a result of the work done as a PBIS school, it is evident that student behavior has improved dramatically from the inception of the PBIS program. Students, staff and families work together to make each day a positive one at Flintstone School. Once again, Flintstone was named a GOLD AWARD winning school at the annual PBIS conference. This is the 5th consecutive year being named a GOLD AWARD school.

Again, the majority of the referrals ()were for insubordination and occurred after 4:00 p.m. when students are riding on the school buses. These referrals reflected students not sitting properly on the bus seats. We have been able to maintain low number of bus referrals due to the cooperative work done with the students, bus drivers and staff. Students are recognized as bus students of the week and also receive daily bus reward tokens for good bus behavior. Bus drivers are also maintaining and communicating consistent expectations for the students each day. This year we have instituted some changes in the bus recognition program to more frequently highlight student following the rules. We are also having regular communication with bus drivers to listen to their concerns and to provide ideas/support.

During the 2013-2014 school year, we had <5 "red zone" students. Red zone children are identified as any child having 6 or more referrals. The increase in referrals, a difference of 8 referrals from 2011-2012 to 2012 – 2013, is attributed to the difficulties experienced by students identified as "red zone" students. Interventions were sought to provide assistance to "red zone "students to experience success. Red zone students have supports such as counseling services at the school and/or with a counselor from the Allegany County Health Department, frequent communication between school and home for positive and negative behaviors, Check In Check Out program (CICO). The school psychologist is always available to support and meet with students as needed. The county behavioral specialist will observe in classrooms to assist teachers with behavior modification plans and informal behavior plans. If needed, referrals can be made to the Instructional Consultation Team (ICT) or the IEP team.

XIII.   PRINCIPAL'S SLOs

PRINCIPAL SLO 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 grade 5 will increase their proficiency and performance in reading and writing. Our school-wide goal is to develop and strengthen student's ability to express ideas and show comprehension of text. Promoting skills that will assist students in using facts from multiple texts to support answers to text dependent questions and increasing written language skills is a focus of our Reading / ELA school-wide program.

Describe the information and/or data that was collected or used to create the SLO.

Based on the 2014-2015 county's opinion writing pieces, weaknesses were found related to students' ability to provide details from the reading selections. These weaknesses were found to be school wide.

Last year's additional grade level writing opportunities which involved students reading two related articles and addressing text dependent questions also proved to be a challenge.

Students are often copying details from the stories rather than using their own words to express their ideas and to show comprehension. This has been identified as a weakness across the grades and has been addressed in our school improvement plan for the 2015 – 2016 school year. School focus will be to strengthen students' ability to express ideas in written form and to show comprehension of text.

Baseline data will be established using text dependent questions that support grade level selections. Kindergarten through grade 2 will score the text dependent question for ideas using the Traits Rubric for K-2. Rubric scores from 1 – 6. Grades 3, 4, and 5 will score the text dependent questions for Writing Written Expression using the PARCC Condensed Scoring Rubric for Prose Constructed Response. Rubric scores from levels 0-3

How does the SLO support School Improvement Needs and/or Goals?

Citing text evidence across the curriculum in all grades is a goal of the SIP at Flintstone this year. Students need to be able to support their answers verbally and in written language. Instruction for this SLO will focus staff and students on determining important information to answer questions as well as to support student opinions.

The SLO covers the two domains of reading and writing in which grade level standards will be addressed. Teachers will fully implement the Maryland Common Core Reading / ELA Curriculum. Teachers will implement close analytic reading strategies, use teacher designed text dependent questions for a variety of informative and narrative texts, develop critical reading skills and incorporate UDL strategies to strengthen reading skills. Components from the 6+1 Writing Traits program will be incorporated into the reading lessons to increase written language skills. The reading specialist will assist teachers in helping students improve reading skills and strategies needed to be successful with the reading curriculum.

Kindergarten through grade 2 will score the text dependent question for ideas using the Traits Rubric for K-2. Grades 3, 4, and 5 will score the text dependent questions for Writing Written Expression using the PARCC Condensed Scoring Rubric for Prose Constructed Response.

Describe what evidence will be used to determine student growth for the SLO.

Student progress will be measured by comparing student's individual scores on the scoring of text dependent questions. 100% of students in Kindergarten, grade 1 and grade 2 will show growth by gaining one or more levels of competency in ideas using the Traits Rubric for K-2. Rubric scores from 1 – 6. 100% of students in grades 3, 4 and 5 will show growth by gaining one or more levels of competency in Writing Written Expression using the PARCC Condensed Scoring Rubric for Prose Constructed Response. Rubric scores from 0 – 3. Students achieving the highest standard will maintain that level.

DIBELS screening measures will be monitored to determine student reading progress and growth.

Treasures' reading selection test scores will be used as a monitoring tool to measure ongoing progress.

PRINCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

    The goal is to increase the proficiency of all fourth grade students in the Domain of Numbers - fractions - at Flintstone School. Students in grade 4 will deepen their understanding of fractions in order to move to higher level thinking with fractions. Students will increase their proficiency in mathematical skills in order to become college and career ready.

Describe the information and/or data that was collected or used to create the SLO.

    Grade 3 and grade 4 benchmark data from 2014-2015 school year indicates that Domain of Numbers - fractions benchmark assessment results were low. Third grade students scored at the basic level on the fraction portion of the benchmark:

Athey	
17.3.NF.1	62%
17.3.NF.2	53%

Kimmell	
17.3.NF.1	59%
17.3.NF.2	56%

    Fourth grade students scored at the basic level on the fraction portion of the benchmark:

Preston	
16.4.NF.3	67%
16.4.NF.4c	69%

Smith	

187.4.NF.3	69%
18.4.NF.3d	67%
18.4.NF.4b	56%

Baseline data will be established using a fraction pre-test assessment. A fraction post-test assessment will be given on March 23, 2016. These assessments will be aligned with the state standards addressed in this SLO. Assignments, tests, teacher-made quizzes and small group activities will be used to monitor student progress.

How does the SLO support School Improvement Needs and/or Goals?

This year we are focused on helping students use logic in their mathematical thinking. Teachers are participating in Math Solutions training and incorporating the Math Talks work in their classrooms daily. The county math specialist is providing school-level support and training to teachers as well as demonstrating the process in the classrooms. Within the Domain of Numbers it is critical that students develop an good understanding of fractions to apply the concepts to their daily work.

Describe what evidence will be used to determine student growth for the SLO.

Per and post fraction assessment constructed by the math specialist using the exam view program which is aligned with the fourth grade standards. The pre and post-test will assess the Domain of Numbers - fractions. After analyzing and monitoring the 4th grade student growth using the pre and post fraction assessment, the growth percentage from pre-test to post-test, utilizing the county's student growth calculator will be used to determine student progress and growth.

XIV. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Flintstone Elementary has a long history of parent involvement and it is evident throughout the school at a variety of levels. We have loyal parents and community members who participate on Wednesdays at our teacher request work day. Volunteers are also present in classrooms assisting teachers and students with various activities and special events. Parents are an integral part of our PBIS program and are responsible for the "sparkler store" each month. Our Project Fit America (PFA) program also relies on parents and their willingness to give of their time. Working shoulder to shoulder with parents is the best way to assure the success of the many initiatives at Flintstone Elementary but more importantly, it helps assure the success of our students and their families.

Parent Advisory Committee 2015 – 2016

Name	Position
Dr. Matthew Crawford	PAC representative, SIT representative, Parent of children in grades K,1,3
Mrs. Carla Eckard	PAC Alternate, Parent of child in grade 5
Mrs. Lori Fleegle	Parent of children in grades 3 and 5
Mrs. Norma Breitfeller	Parent of children in grades 3 and 5
Mrs. Val Spear	Parent of child in Kindergarten
Mrs. Christina Tippen	SIT alternate, Parent of child in kindergarten

Non Title I Parent Involvement Plan

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.**

FLINTSTONE   PARENT INVOLVEMENT PLAN

Expectations

Flintstone Elementary School 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-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 of high expectations shared by home and school

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 2015-2016.

- **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 plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team. A synopsis of the school improvement plan and any revision are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time. A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. SIT will review the proposed plan	**October 201** **November 2** **December 2(** **April 2016** **September 2016**	**Principal** **SIT Chair** **Principal** **Principal** **SIT Chair**
II- Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.	Parent Conferences Monthly Newsletters	**October 201** **February 201** Monthly Monthly	Classroom Teacher Resource Teachers, Counselor Principal Secretary

	ACPS and MSDE websites		Principal
		August 2015	Secretary
	Open House	January 2016	Classroom teachers
	PARCC report card	when released from MSDE	Classroom teachers (3-5
	KRA parent report	As needed	Kindergarten teachers
	IEP meetings		SEF, Inclusion teacher, grade level teacher, principal, school psychologist
	Parents are encouraged to attend conferences, to discuss grade level standards, student progress and to develop goals for each child. Parents are encouraged to communicate with the school regarding areas of concern. The Home School Compact is reviewed frequently and is used in each parent conference.		
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	Interest Fair	**April 2016**	Classroom teachers
			Interest Fair Chair
	Parent requested workshops	**As requested**	Classroom teachers, reading and math specialists
	PARCC presentation	**February 201**	

	PTA meetings	**As scheduled**	Principal, classroom teachers (3-5) county specialists PTA officers, school staff members
3) Ensure information is presented in a format and/or language parents can understand.	Parent handbook is distributed at the beginning of the year and is posted on the school website Assignment notebook and home school communicator are sent home daily with information for parents Monthly newsletters are sent to families Monthly events calendars are sent home The school website is a source of information and communication for parents ACPS website contains valuable information for parents	**August 2** **Daily** **Monthly** **Monthly** **Daily** **Daily**	Principal Classroom teachers Principal Principal, Secretary Principal, Media Special District PRO
4) Provide full opportunities for participation of parents of students from diverse backgrounds.	Addressed as needed within school community. Provide written communication in native language, when needed Translate required documents in native language	**As needed**	Pupil Personnel Wor Principal

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	On-going	Staff members responsible for 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 needs for confidentiality when working with students and in classrooms. Parents are encouraged to participate at Flintstone School in a variety of ways such as : Grandparents Day Grade specific activities Outdoor School Book Fair Discovery Days	 September 2015 On-going October 2015 October 2015 March 2016 On-going	 Classroom teacher Classroom teachers Grade 5 teachers, nurse PTA officers,classroom teachers

	Sparkler Store	Monthly	Classroom and resource teachers
	Seussabration		
	PBIS incentive programs	March 2016	Counselor
		quarterly	Media Specialist
	Field Trips	On-going	PBIS Chair
	Project Fit America	On-going	Grade level teachers
	Bye and Cry Breakfast	August 2015	PE teacher
			Committee members

XV.   PROFESSIONAL DEVELOPMENT PLAN

Professional Development Planning Form

Professional Development Title: The Leader In Me

Date (s):   Second semester of 2015-2016

Location and Time: Monthly Book Clubs 8:30-9:15

Intended Audience: Teachers and staff

1. Indicate the student data information that identified a need for change in student achievement and/or behavior that this professional development will address. (Consider MSA trend data, county benchmarks, school based assessments, and other data)
    Schools in the county were asked to develop school mission and vision statements. As a result of this request, our staff met last year to write a vision. Based upon our PBIS data and feedback from staff members, it was determined that we wanted our vision to be about leadership. Leadership skills are an integral part of being college and career ready. Using the word LEADER, the staff listed characteristics of leaders. Characteristics chosen include - **L**ife-long learners, **E**mpathetic, **A**ccountable, **D**etermined, **E**ffective, **R**esponsible, **S**killed.

2. What changes will occur in the classroom as a result of this professional development? (What will students experience?)
    The book, The Leader in Me, is written by Stephen Covey, Sean Covey, Muriel Summers and David Hatch. It developed from The 7 Habits of Highly Effective People by Stephen Covey. Using the book as a book study and the development of our school vision statement, teachers and staff will see a cohesive approach to helping students apply life skills that are critical for success in college, careers and life. Students will be active participants in activities at each grade level as well as in school-wide activities. With the development of the traits, behavior referrals should decrease allowing more time in classrooms to be focused on lessons and activities.

3. What knowledge and skills will the participants attain in this professional development to make these changes happen? (What will staff know and be able to do as a result of this activity?)
    Teachers and staff will focus on a trait each month to help children internalize what skills are necessary to be leaders in school, at home and within the communities. These life skills will create successful citizens and students. There will be a school-wide emphasis on the traits with weekly announcements and periodic activities. The school counselor will focus lessons on the traits throughout the second semester. Teachers and staff will learn more about facilitating learning and how to help students become leaders.

4. What activities will occur to provide the required knowledge and skills? (Provide a detailed agenda)
Monthly book studies will be conducted with the staff using the book, The Leader In Me as well as the study guide that accompanies the book. There are 10 chapters in the book, however, one is specifically devoted to secondary students. That chapter will be optional for the staff of this school. The first chapter was introduced to teachers and staff at the August staff development as we revisited the newly-developed vision statement. While the current plan is to do a chapter monthly, it is hoped that we could complete the book more quickly by doing 2 chapters per month depending upon the scheduled activities and chapter content. Along with the activities at school for students, an article is written in each newsletter to parents introducing them to the traits listed in the vision statement. A brief description of the trait and ways to apply it at home are written to create a positive home-school connection. A reference book has been purchased, The 7 Habits of Highly Effective Families. This book will be used to share information with school families.

5. What will you do to measure the effective implementation of the new knowledge and skills in the classroom? (Discuss HOW you will evaluate the following: 1.The participants achieved the measurable objectives. 2. How will you know there is implementation at the classroom level?) If you use observation and evaluation – What will you be looking for?
Teachers and staff will complete a feedback sheet from each book study session to list ways they can implement the work within their classrooms and other settings in the school. The counselor will submit lesson plans for how the traits were presented in her lessons using the book,

These traits/lessons should be very visible within the classroom settings as students are working. The observer should see/hear vocabulary related to the traits, student demonstration of the traits. An reduction in office discipline referrals is anticipated.

6. Attach a budget if you are requesting funding from the central office. (Below)
The books were purchased by the school. No funding is requested from the central office.

XVI.   TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

ACTUAL Percent
70.1 2015%   Time Factor: The average percent of teachers' favorable responses will increase from 41.7% in 2013 to 75% in 2015.

        MET? (Yes/<u>No</u>)

ACTUAL Percent
54.5 2015%   Item: The average percent for teachers' favorable responses will increase from 41.7% in 2013 to 75% in 2015.

        MET? (Yes/<u>No</u>)

Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

We were not able to meet our goal and we attribute this to the following factors:

- There are many new initiatives that have been given to teachers over the past several years. We are asking teachers to teach using College and Career Readiness Standards, prepare students for new assessments at a county and state level, participate in a new evaluation system (including SLOs), and master online grades and a new elementary report card. When you add all these things to the lists of things teachers traditionally do as part of their jobs, it's not surprising that time would be an area of great concern to them.
- Technology, while meant to make our lives and jobs easier, is often the thing that frustrates us and complicates tasks. There are always new technologies being presented to teachers (Google Drive, Engrade, SMART technology, Aspen), and learning and utilizing those technologies can really eat up time for the teacher and with students.

2015 TELL Survey
Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.
Table 26

Survey Factor (Domain)	Time
Item Number	Q7.1.c
Item Statement	Teachers feel comfortable raising issues and concerns that are important to them.
School %	54.5%
County %	77.7%
State %	69.9%

Strategy: To enhance the school environment and improve teaching conditions related to the <u>School leadership</u> factor (domain).			
Item to be Addressed	**Activities**	**Person(s) Responsible**	**Timeline**
Q7.1.c	Creating a more positive and supportive environment during SIT meetings by highlighting positive things going on in the school at the beginning of each meeting. Allowing more time for SIT meetings so people feel less rushed and able to share concerns during meetings.	**Angie Fentress, SIT chair**	**Monthly**

New Goal:

The average percent for teachers' favorable responses will increase from <u>54.5</u>% in 2015 to <u>80</u>% in 2017.

Section XIII.   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, 2015. All will receive a copy of the plan via e-mail and will be saved on his/her desktop computer. The plan will be monitored throughout the year by the action teams and the school improvement team. Assessment documentation will be use to update the plan and to make revisions as needed. The county reading and math specialists and ICT school-based facilitator will be consulted to assist with activities to monitor and revise the plan as well as to provide some staff development to support the plan.

2. **How will student progress data be collected, reported to, and evaluated by the SIT?** Data will be collected throughout the year with the assistance of the county curriculum specialists in reading and math, the ICT school-based facilitator, SEF as well as the principal. 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 student 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 instructional specialists during grade level team meetings as well as at SIT meetings. Data analysis will determine changes in instructional groups as well as in placing student 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?** All classroom teachers serve as a member of the School Improvement Team and will have an active role in monitoring and implementing the plan. In addition to monthly SIT meetings, the activities willand progress to goals will be discussed at weekly team meetings.

5. **How will the initial plan be shared with parents and community members?** Parents will be informed of the SIP at the December PTA meeting and in each monthly newsletter. Copies of the plan will be available in the school office for parent review. Parents serving on each of the action teams and the SIT will be part of the monthly

discussions regarding implementation and progress. The SIP will also be posted on the school's website as well as a link on the county website for Allegany County Public Schools. Parents will be asked to respond to the plan throughout the year.

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 a 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 revisions and progress toward established goals.

7. **How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?** The county reading and math specialists will support teachers in using the Engrade system. This will include data input with primary grades, data analysis, measuring student progress toward milestones and revision of school goals. They will also assist teachers with development and monitoring of SLO data. 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 suggestion/revisions to the plan

8. **List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.**
   October 30, 2015
   November 18, 2015
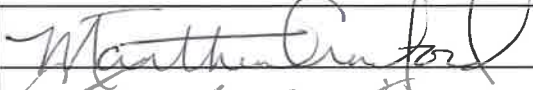   **December 18, 2015**
   April, 2016

Section XIV.   SIP Roster

Section XIV.   SIP Roster

Name	Position	Signature	Date
Angela Fentress	SIT Chair/Media Specialist	*Angela Fentress*	11.9.15
Kelly Baker	Pre-K/Intervention Teacher	*Kelly Baker*	11/9/15
Linda Lewis	Kindergarten Teacher	*Lisa Watson*	11/9/15
Lisa Watson	Kindergarten Teacher	*Linda L. Lewis*	11/9/15
Staci Noah	1st grade Teacher	*Staci DNoah*	11/9/15
Jo-Nel Geyer	1st grade Teacher	*Jo-Nel L Geyer*	11/9/15
Nicole Reed	2nd grade Teacher	*Nicole Reed*	11/9/15
Cassie Smith	2nd grade Teacher	*Cassie Smith*	11/9/15
Kristi Athey	3rd grade Teacher	*Kristi Athey*	11-9-15
Tina Kimmell	3rd grade Teacher	*Tina Kimmell*	11-9-15
Lisa Preston	4th grade Teacher	*Lisa Preston*	11-9-15
Reid Smith	4th grade Teacher	*Reid A. Smith*	11-9-15
Paula Smith	5th grade Teacher	*Paula Smith*	11-13-15
Angela Walbert	5th grade Teacher	*Angela Walbert*	11-13-15
Kari Cook	Inclusion Teacher	*Kari Cook*	11/9/15
Linda Ketterman	Guidance Counselor	*Linda Ketterman*	11/11/15
Lisa Nasser	Kindergarten IA	*Lisa L Nasser*	11/9/15

Matthew Crawford	PAC Representative		11·9·15
Christina Tippen	Parent SIT Representative, alternate		11·9·15
Mae Cockrum	Community Representative		

Principal: Sharon Morgan

Signature _____   Date _____