

**Allegany County Public Schools  
2023-2024  
Non-Title I School Improvement Plan**

School: *Flintstone*

Principal: *Shannon Ralston*

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**I. INTEGRATED EDUCATIONAL FRAMEWORK  
A. VISION, MISSION, AND CORE VALUE**

**Mission Statement**

**Flintstone Elementary School is committed to providing a variety of robust educational experiences through the development of critical thinking skills in an equitable learning environment. These experiences help our students realize their potential and become responsible, caring and productive citizens in our diverse culture.**

**Vision**

**Our vision is to create a welcoming elementary school where students, staff, and parents join together to inspire our students to reach their full potential academically, physically, emotionally, and socially.**

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**Core Values**

- **We believe that high expectations, robust instruction, and a positive mindset promotes a school performing to its highest potential.**
- **We believe school-wide behavioral expectations and restorative practices create a positive, safe, and peaceful educational environment.**
- **We believe relationships and collaboration between educators, families, and students is essential for children to achieve.**
- **We believe all students will be confident in their capabilities, their ability to succeed and be lifelong learners.**

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**Climate**

All stakeholders of Flintstone Elementary work together each day to build and maintain a positive climate within our school. Investing in individual students, families and fostering relationships between each stakeholder is a large part of that effort. We also focus on meeting academic goals and standards and supporting a safe and nurturing environment. Our school rules (Be Responsible, Be Respectful, Be Safe, Be Ready to Learn) are posted throughout the building and referenced often by administration and staff. 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.

Teachers work to build positive relationships with students so that they feel welcome, respected and comfortable in their surroundings. A sense of trust is evident and students feel emotionally safe when seeking support due to teachers and staff knowing and understanding the unique emotional needs of the students and demonstrating care and empathy when working daily with each child. Classroom dialogue promotes diverse perspectives and students are encouraged to engage in activities to his/her full potential in an inclusive atmosphere. A few of our successful practices include our PBIS program with quarterly rewards, praise notes, Spark of the Month recognition, student birthdays, positive mantras, and schoolwide expectations. Flintstone School also uses social media to highlight students and classroom activities, promote upcoming events, and serves as a strong form of communication for families.

Flintstone Elementary takes into consideration the health, 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. The safety and welfare of all individuals within the building is the top priority and cultivated through systems such as PBIS Team, Pupil Support Team and County Behavior Specialist, in School Counseling services, School Wellness Team, the School Resource Officer who provides education and training, and assists with regular safety drills. Additionally, the school nurse program through ACHD and consultation with local EMS supports safety and wellness for all.

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**Culture**

Flintstone Elementary is a vital part of three communities and is supported not only by our families but also by civic organizations, clubs and churches. Our volunteer program is vital to the success of our students and teachers. The volunteers assist weekly in support of teachers' classroom needs, work in classrooms during holiday parties and quickly step in to meet the needs of the students and staff throughout the year. The culture our volunteers help create at Flintstone makes our school unique and we value their contributions.

Parents and teachers share high expectations for all students and work jointly to support the grade level standards. Many students and their family members attend frequent classroom and school events and parent/community volunteer opportunities are abundant throughout the school year from Back to School Night at the beginning of the school year to culminating events at the end of the school year such as D.A.R.E. Graduation and end of year programs.

Some of our programs in which families/organizations contribute include:

- School supply drive for students/Welcome back basket for faculty
- Holiday family baskets
- Christmas for Others Program benefitting local families
- Weekend backpack program
- Veteran's Day
- Grandparents' Day
- Oldtown VFW Teacher of the Year recognition program
- Lion's Club
- Support from local churches
- Frostburg State University's Children's Literature Centre adopt a school

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**II. SCHOOL DEMOGRAPHICS**

**A. Staff Demographic**

Number of years the principal has been in the building? 3

**B. Student Demographics**

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	N/A
Hawaiian/Pacific Islander	N/A
African American	≤ 10
White	215
Asian	N/A
Two or More Races	≤ 10
Special Education	28
LEP	N/A
Males	103
Females	118

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<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	
Teachers		15	
Itinerant staff		12	
Paraprofessionals		4	
Support Staff		3	
Other		13	
Total Staff		48	

Gender X	<b>N/A</b>
<b>Total Enrollment</b>	<b>221</b>
FARMS Rate (2022-2023)	<b>66.97</b>

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**Special Education Data 2023-2024 School Year**

The total of this chart should match the number entered in Table 2.

<b>Table 3</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	3	14 Autism	0
04 Speech/Language Impaired	15	09 Specific Learning Disability	6	15 Developmental Delay	3
05 Visual Impairment	0	10 Multiple Disabilities	0	<b>TOTAL COUNT</b>	<b>28</b>

**III. ATTENDANCE**

<b>Table 4a</b>	<b>2022-2023</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>
All (Excluding PreK & K)	92.6%



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Grade 1, 6, or 9	93.7%
Grade 2, 7, or 10	92.6%
Grade 3, 8, or 11	91.4%
Grade 4 or 12	93.9%
Grade 5	91.5%

<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>
All Students	<b>215</b>
Hispanic/Latino of any race	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	83.6%
Native Hawaiian or Other Pacific Islander	N/A
White	92.3%
Two or more races	84.2%
Male	91.0%
Female	92.8%

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EL	95.0%
Special Education	92.6%
Free/Reduced Meals (FARMS)	90.5%

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

As we rebuild attendance efforts, Flintstone families are cooperative in sending students to school regularly as they desire their children to have a good attendance record to instill a positive work ethic in students in planning for their futures. Families understand that routines established in the early years of education will carry over as students mature and enter the workforce.

In efforts to improve attendance, we have communicated guidelines for illnesses and expectations for students to be in school. We continue to work with identified families to share information about the value of establishing routines in young children, helping students understand that work missed cannot always be made up through worksheet completion, establishing good communication with school and home as well as conferences at school.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
  - Bulletin board displaying classes with 95% and 100% attendance
  - Monthly recognitions during Spark of the Month ceremony and Certificate
  - New social worker working with families to overcome barriers to attending
  - Daily calls via Aspen and school nurse
  - Weekly PST Meetings to analyze attendance data, organize parent and student meetings to discuss concerns and offer support/assistance

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**Chronically Absent**

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2019	2022	2023
Not Chronically Absent (percentage)	89.5%	75.9%	73.95%
Not Chronically Absent (student count)			159
Report Card Points Earned	30.0	26.2	26.2

**Habitually Truant**

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is 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.

<b>Table 6</b>	2022	2023
Habitually Truant (percentage)	1.58%	.51%
Habitually Truant (student count)	3	1

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

As we continue to decrease our number of students who are habitually truant, we closely monitor barriers for good attendance including but not limited to geographical disadvantages and means of transportation. Specific changes/adjustments in place to reduce the number of truant students include:

- Schoolwide focus on attendance through education, bulletin board incentive and certificates
- Teacher/counselor/nurse contact with the family to share concern about attendance
- Weekly monitoring of attendance by the Pupil Service Team
- Phone contacts by nurse and counselor to families regarding excessive absences/early dismissals/tardiness
- Letters to families and comments on report cards from administration regarding absences/early dismissals/tardiness

**IV. GRADUATION RATE – High Schools Only**

**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

Table 8: SUSPENSIONS		
Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	51	43
All Suspensions	5	1
In School	0	1
Out of School	5	0

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Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	0	2

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

**Referrals, suspensions, and harassment/bullying offenses decreased between the 2021-2022 school year and the 2022-2023 year. This can be attributed to more use of restorative practices among staff members, going from an interim school counselor during the 21-22 school year to a highly qualified experienced school counselor in the 22-23 school year, and utilizing individual and small group interventions for tier II and III students identified by the SRSS. We continue to maintain and lower these numbers by consistently looking at data and ways to improve practices. In addition, we received a full-time LAP instructional assistant who works with students regularly to prevent infractions as well as an effective behavior specialist who works with specific children every Friday.**

**VI. EARLY LEARNING (Elementary Only)**

1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

<b>Table 9</b>		
<b>Kindergarten Readiness Assessment</b>		
	<b>2021-2022</b>	<b>2022-2023</b>
	Percent Demonstrated	Percent Demonstrated
Language & Literature	21.88	40.48

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Mathematics	40.63	45.24
Social Foundations	31.25	61.90
Physical Development	28.13	14.29

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)

Kindergarten Readiness Assessment  
FLINTSTONE ELEMENTARY

Name	Year	Rating	Language & Lit		Mathematics		Social Foundations		Physical Dev.		Rating	Composite Score	
			Count	%	Count	%	Count	%	Count	%		Count	%
Flintstone Elementary	2022-2023	Dem	17	40.48	19	45.24	26	61.90	6	14.29	Dem	15	35.7%
		Not Yet Dem	25	59.52	23	54.76	16	38.10	36	85.71	App	18	42.9%
											Em	9	21.4%
Flintstone Elementary	2021-2022	Dem	7	21.88%	13	40.63%	10	31.25%	9	28.13%	Dem	6	18.8%
		Not Yet Dem	25	78.13%	9	28.13%	22	68.75%	23	71.88%	App	13	40.6%
											Em	13	40.6%
Flintstone Elementary	2019-2020	Dem	15	53.6	14	50	5	17.9	7	25	Dem	9	32.1%
		Not Yet Dem	13	46.4	14	50	23	82.1	21	75	App	10	35.7%
											Em	9	32.1%

3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care,

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Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

- Offer an incentive for completing the Pre-K and K summer learning packets
- Extend summer reading opportunities to incoming Pre-K and K students
- Making Pre-K 4 available to everyone
- Have early childhood teachers trained in Orton Gillingham and offer refresher training

4. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

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**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ART**  
graduation

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

to reduce the 2017 non-pass rate by 50% by the year 2030

**Short Term Goal:** to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

**1. Complete data charts using 2022 and 2023 data results.**

\* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	62843	12	43	45	63702	9	43	48	+3
ACPS Results	563	13	46	41	597	5	46	49	+8
All school students	33	6	30	64	26	4	50	46	-18



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American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	<10	*	*	*	
Hispanic/Latino of any race	*	*	*	*	<10	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	33	6	30	64	24	4	50	<b>46</b>	-
Two or more races	*	*	*	*	<10	*	*	*	
Special Education	<10	27	64	9	<10	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	<10	*	*	*	
Free/Reduced Meals (FARMS)	16	6	44	50	18	6	50	<b>44</b>	<b>-6</b>
Female	20	5	35	60	13	0	46	<b>54</b>	<b>-8</b>
Male	13	8	23	69	13	8	54	<b>38</b>	<b>-31</b>

\* indicates no students or fewer than 10 students in category

TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	63284	13	41	46	63938	11	40	<b>49</b>	<b>+3</b>
<b>ACPS Results</b>	603	9	41	50	567	10	41	<b>49</b>	<b>-1</b>

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All school students	35	9	28	63	31	3	29	68	+5
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	<10	*	*	*	*	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	35	9	28	63	31	3	29	68	+5
Two or more races	<10	*	*	*	*	*	*	*	
Special Education	<10	*	*	*	<10	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	17	18	29	53	17	6	35	59	+6
Female	23	4	22	74	19	5	37	58	-16
Male	12	16	42	42	12	0	17	83	+41

\* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
	%	%	%	%	%	%	%	%	+ or - %

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<b>Maryland Results</b>	64583	15	44	41	64144	14	44	<b>42</b>	<b>+1</b>
<b>ACPS Results</b>	592	10	37	53	611	8	49	<b>43</b>	<b>-10</b>
<b>All school students</b>	31	6	68	26	35	9	34	<b>57</b>	<b>+31</b>
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*	*	*	
<b>Asian</b>	*	*	*	*	*	*	*	*	
<b>Black or African American</b>	<10	*	*	*	*	*	*	*	
<b>Hispanic/Latino of any race</b>	*	*	*	*	<10	*	*	*	
<b>Native Hawaiian or Other Pacific Islander</b>	*	*	*	*	*	*	*	*	
<b>White</b>	31	6	68	26	35	9	34	<b>57</b>	<b>+31</b>
<b>Two or more races</b>	<10	*	*	*	<10	*	*	*	
<b>Special Education</b>	<10	*	*	*	<10	*	*	*	
<b>Limited English Proficient (LEP)</b>	<10	*	*	*	*	*	*	*	
<b>Free/Reduced Meals (FARMS)</b>	15	6	67	27	19	16	42	<b>42</b>	<b>+15</b>
<b>Female</b>	10	10	50	40	23	5	26	<b>69</b>	<b>+19</b>
<b>Male</b>	21	5	76	19	12	17	50	<b>33</b>	<b>+14</b>

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Table 11a: Cohort Growth (Elementary Cohort 2031)			
ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	64	68	+4
Economically Disadvantaged	44	59	+15
Special Education	<10	<10	*
Male	39	83	+44
Female	62	58	-4
Other subgroup - white	64	68	+4

Table 11b: Cohort Growth (Elementary Cohort 2030)			
ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	63	57	-6
Economically Disadvantaged	53	42	-11
Special Education	<10	<10	*
Male	42	33	-11
Female	74	69	-5
Other subgroup- white	63	57	-6

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**2. ELA FOCUS AREAS**

<b>ELA FOCUS AREA 1:</b>	WRITING
<b>Focus Area Goal</b>	In grades 3-5, the distinguished or proficient learners scores for written conventions and expression will increase by 10%. In grades 1-2 the percentage of students scoring 4/6 or higher in written expressions and conventions will increase.
<b>Root Cause(s):</b>	<p>More emphasis on answering evidence based questions resulting from comparing and contrasting 2 separate passages.</p> <p>Additional emphasis will be placed on responding to informational prompts.</p> <p>Students' performance on MCAP writing shows a need for improvement in both written expression and conventions.</p> <p>Why? Gaps in learning required remedial teaching of reading skills and inhibited focus on rigor in writing expectations.</p> <p>Why? Foundational writing skills are not mastered in primary grades</p> <p>Why? Students have not built stamina for these types of writing tasks</p> <p>Why? Lack of ability to write text-dependent essays/paragraphs independently</p> <p>Why? Lack of proficiency in written expression and conventions</p>
<b>Focus Content Standard(s):</b>	<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop</p>

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	points, and provide a concluding statement or section.
Barriers:	<p>Students need more opportunities to write daily on demand or complete extended writing tasks.</p> <p>Students need kid-friendly writing rubrics or checklists to self-assess their writing.</p> <p>Students need quality writing samples to show expectations required of them.</p>
Needed Resources:	<p>More paired texts</p> <p>Writing prompts to respond to texts</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• More on-demand writing responses as well as extended responses through the use of MCAP like reading and writing activities</li> <li>• Classroom teachers will read, <u>The Writing Rope</u> and discuss the content monthly to enhance the instruction of writing.</li> <li>• Incorporate small group instruction 4-5 days per week to support students in learning and mastering reading and writing skills based on unit instruction and identified skill deficits.</li> <li>• Writing conferences with meaningful feedback using the MCAP/CKLA rubrics provided to students on a consistent basis.</li> <li>• Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold students accountable for going back into the text to locate answers and/or evidence to support responses.</li> <li>• Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth.</li> <li>• Full implementation of Superkids writing component in primary grades K-2.</li> <li>• Consistent collection of writing samples for data collection and progress monitoring.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• School Improvement funds from BOE</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Increase in writing in all genres and the process of writing</li> <li>• Monthly collaborative meetings with the Literacy Coach and Principal at grade level to review student writings</li> <li>• Monthly discussions from assigned chapters in <u>The Writing Rope</u></li> </ul>

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	<p>September 2023-June 2024: Literacy Lab Structure- The new structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</p> <p>September 2023-June 2024: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.</p> <p>Quarterly: Writing tasks will be collected and scored collaboratively in team meetings.</p> <p>Monthly: Grade level team data meetings to discuss reading and writing data</p> <p>Monthly: MCAP task completion in grades 3-5 with Reading Specialist follow-up</p>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• MCAP like reading/writing tasks</li> <li>• Weekly analysis of student writings</li> </ul>

<b>ELA FOCUS AREA 2:</b>	VOCABULARY
Focus Area Goal	The 3rd grade cohort will increase the number of students attaining their vocabulary proficiency level by 10% in 4th grade. The 4th grade cohort will increase the number of students attaining their vocabulary proficiency level by 10% in 5th grade.
Root Cause(s):	<p>More emphasis on using context and information given to determine the meaning of a word.</p> <p>Additional emphasis on teaching strategies to determine the meaning of a word.</p> <p>Why? Gaps in student learning prevent acquisition of grade-level phonics skills</p> <p>Why? Phonics skills are not fully mastered by students in 3rd-5th grades</p> <p>Why? Fluency is hindered by lack of foundational phonics skills</p> <p>Why? Reading comprehension is greatly hindered by lack of reading fluency</p> <p>Why? Students lack ability to make meaning of unknown words in text</p>
Focus Content Standard(s):	L.3,4,5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies.
Barriers:	<p>Although students are exposed to strategies for determining the meaning of the word, this only occurs on average once every 2 weeks. Students need to be exposed to these strategies more often.</p> <p>Students are exposed to 100+ vocabulary words every month in CKLA. Students cannot fully understand and use these words if they are not hearing and using them repeatedly.</p>

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Needed Resources:	Reading Coach more than one day a week, MCAP aligned vocabulary tasks, teachers receiving other half of LETRS training
Strategies and/or evidence-based interventions:	<p>Vocabulary Routine - The Reading Comprehension Blueprint  Common Core vocabulary on announcements  Implementing MCAP vocabulary tasks</p> <ul style="list-style-type: none"> <li>• Daily engagement with CKLA rigorous text for all students</li> <li>• Teach and consistently utilize close reading strategies to facilitate text-based discussions using robust vocabulary.</li> <li>• Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold all students accountable for going back into the text to locate answers and/o evidence to support responses.</li> <li>• Build background knowledge through exposure to rigorous text.</li> <li>• Consistent lessons in grammar and morphology to determine meanings of unknown words.</li> </ul>
How will it be funded?	No funding needed.
Steps towards full implementation with timeline:	<p>Daily vocabulary routine starting in November for all grade levels.  MCAP tasks developed and implemented by 2024</p> <ul style="list-style-type: none"> <li>• September 2023-June 2024: Literacy Lab Structure- The new structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</li> <li>• September 2023-June 2024: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.</li> <li>• Daily: 30 min small groups will support the development of vocabulary and close reading procedures with targeted students.</li> <li>• Monthly: Team planning meetings focused on full implementation of reading programs.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• CKLA unit assessments</li> <li>• MCAP tasks</li> <li>• Formative assessments while reading complex text.</li> <li>• Close reading procedures in small groups and/or conferences</li> <li>• Targeted planning of vocabulary and morphology instruction</li> <li>• Consistent practice with vocabulary inference questions</li> </ul>



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**Universal Design for Learning for ELA.**

<b>Table 12</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	Display vocabulary words in multiple ways Clarify syntax and structure Activate or supply background knowledge of vocabulary words
<b><i>Means for Expressions:</i></b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	Use multimedia to demonstrate knowledge of vocabulary (drawings, storyboards, comics, music, etc) Create virtual or concrete word maps to express vocabulary comprehension Provide graduated supports for vocabulary development
<b><i>Means for Engagement:</i></b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	Optimize relevance, value, and authenticity by relating vocabulary word to student interests Develop ways for students to self-assess and reflect on their vocabulary usage

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**B. MATHEMATICS**

**Long Term Goal:** to prepare 100% of students to be college and career ready by graduation.  
to reduce the 2017 non-pass rate by 50% by the year 2030.

**Short Term Goal:** to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts.

**1. Complete data charts using 2022 and 2023 data results.**

\* indicates no students or fewer than 10 students in category

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	63262	28	35	37	64274	26	34	<b>40</b>	<b>+3</b>
<b>ACPS Results</b>	563	26	41	33	596	20	39	<b>41</b>	<b>+8</b>
All school students	33	21	36	43	35	20	66	<b>14</b>	<b>-29</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	<10	*	*	*	<10	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	33	21	36	43	35	20	66	<b>14</b>	<b>-29</b>

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Two or more races	*	*	*	*	<10	0	100	<b>0</b>	<b>0</b>
Special Education	<10	33	33	33	<10	33	33	<b>33</b>	<b>0</b>
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	16	19	56	25	19	32	58	<b>10</b>	<b>-15</b>
Female	20	25	55	20	23	13	74	<b>13</b>	<b>-7</b>
Male	13	15	8	77	12	33	50	<b>17</b>	<b>-60</b>

\* indicates no students or fewer than 10 students in category

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	63749	27	45	28	64520	25	43	<b>32</b>	<b>+4</b>
<b>ACPS Results</b>	602	18	47	35	566	17	47	<b>36</b>	<b>+1</b>
All school students	35	28	49	23	31	13	45	<b>42</b>	<b>+19</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	<10	100	0	0	*	*	*	*	<b>0</b>
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	

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White	35	28	49	23	31	13	45	<b>42</b>	<b>+19</b>
Two or more races	<10	100	0	0	*	*	*	*	<b>0</b>
Special Education	<10	40	40	20	<10	43	29	<b>29</b>	<b>+9</b>
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	17	47	35	18	17	12	59	<b>29</b>	<b>+11</b>
Female	23	17	61	22	19	16	63	<b>21</b>	<b>-1</b>
Male	12	50	25	25	12	8	17	<b>75</b>	<b>+50</b>

\* indicates no students or fewer than 10 students in category

TABLE 13c Math Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	64989	26	49	25	64666	22	51	<b>27</b>	<b>+2</b>
<b>ACPS Results</b>	590	19	49	32	611	14	54	<b>32</b>	<b>0</b>
All school students	31	32	68	0	26	15	66	<b>19</b>	<b>+19</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	<10	33	66	0	*	*	*	*	
Hispanic/Latino of any race	*	*	*	*	<10	0	100	<b>0</b>	<b>0</b>

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<b>Native Hawaiian or Other Pacific Islander</b>	*	*	*	*	*	*	*	*	
<b>White</b>	31	32	68	0	24	17	67	<b>16</b>	<b>+16</b>
<b>Two or more races</b>	<10	33	66		<10	33	66	<b>0</b>	<b>0</b>
<b>Special Education</b>	<10	*	*	*	<10	40	40	<b>20</b>	<b>+20</b>
<b>Limited English Proficient (LEP)</b>	<10	0	100	0	*	*	*	*	-
<b>Free/Reduced Meals (FARMS)</b>	15	47	53	0	18	17	61	<b>22</b>	<b>+22</b>
<b>Female</b>	10	50	50	0	13	8	84	<b>8</b>	<b>+8</b>
<b>Male</b>	21	24	76	0	13	23	46	<b>31</b>	<b>+31</b>

Table 14a: Cohort Growth (Elementary Cohort 2027)			
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	43	42	-1
Economically Disadvantaged	25	29	+4
Special Education	33	29	-4
Male	77	75	-2
Female	20	21	+1

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Other subgroup (white)	43	42	-1
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Table 14b: Cohort Growth (Elementary Cohort 2030)			
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	23	19	-4
Economically Disadvantaged	18	22	+4
Special Education	20	20	0
Male	25	31	+6
Female	22	8	-14
Other subgroup (white)	23	16	-7

**2. MATH FOCUS AREAS**

<b>MATH FOCUS AREA 1:</b>	3rd grade Curriculum
Focus Area Goal	Based on the 2023 MCAP Math data, the goal is to increase student proficiency as fourth graders by 21%. In 2022-2023, 19% of 3rd grade students achieved proficiency, whereas in 2021-2022 43% were proficient. This goal will allow us to compete with the county and state proficiency rates as we enhance student's conceptual understanding.
Root Cause(s):	Why is this a problem? 1. Not utilizing 'Try, Discuss, Connect' daily routine with fidelity 2. Lack of rigorous multi-step word problem and self/peer critiquing exposure
Focus Content Standard(s):	<b>3.NF Numbers and Operations – Fractions</b> (Limit to fractions with denominators 2, 3, 4, 6, 8) 3.NF.A Develop Understanding of Fractions as Numbers

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	<p>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Represent two fractions as equivalent (equal) if they are the same size, or the same point on the number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., <math>\frac{1}{2} = \frac{2}{4}</math>, <math>\frac{4}{6} = \frac{2}{3}</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = \frac{3}{1}</math>; recognize that <math>6 = \frac{6}{1}</math>; locate <math>\frac{4}{4}</math> and 1 at the same point of a number line diagram.</p> <p><b>3.MD Measurement and Data</b> 3.MD.C.7 Relate area to the operations of multiplication and addition.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non overlapping parts, applying this technique to solve real-world problems.</p>
Barriers:	<ol style="list-style-type: none"> <li>1) Prioritizing time for the Try, Discuss, Connect routine and prioritizing exposure of rigorous multi-step word problems</li> </ol>
Needed Resources:	Utilization and formal/informal co-planning with Math Specialist two days a week, monthly MCAP tasks with exemplary responses, manipulatives, concrete and representational understanding, grade level spiral reviews, MCAP scoring rubric posters
Strategies and/or evidence-based interventions:	<ol style="list-style-type: none"> <li>1) More emphasis will be taught using the concrete, representational and abstract (CRA) model based on the Gradual Release of Responsibility (Focused, Guided, Collaborative, Independent)</li> <li>2) More emphasis will be directed to the 'Try, Discuss, Connect' routine and the Three Reads strategy to teach students how to properly understand and solve multi-step word problems (during daily instruction and monthly math tasks). Throughout the year, teachers and Math Specialist will scaffold monthly math tasks, so that by February students are completing math tasks independently and are clear of the MCAP modeling and reasoning rubric expectations. Spiral reviews are incorporated daily to maintain previously taught concepts. As an individual math intervention, students work on their i-Ready pathway each day.</li> <li>3) More emphasis on rigorous, linear vocabulary and student led discussion during the math routine</li> <li>4) Exposure to Tier I, II, &amp; III questions to prepare for the Maryland Comprehensive Assessment by utilizing rigorous tasks and individual/peer critiquing/scoring based on the modeling/reasoning 4 point rubric</li> <li>5) The Math Specialist will support the teachers through team meetings and also support instruction by taking small groups in grades 3,4,5.</li> </ol>

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	6) Math Specialist will support teachers through team meetings, support learning by identifying and pulling small groups, conduct various coaching opportunities, such as modeling the CRA (concrete, representational, abstract) process, task implementation at the beginning of the year, including individual and peer critiquing based on the Mathematical Practice and co-teaching opportunities. Teachers and Math Specialist will formally/informally meet to reflect on monthly task implementation, co-planning, small group instruction, etc.
How will it be funded?	No funding is needed.
Steps towards full implementation with timeline:	The strategies listed above will be implemented from August 2023 through May 2024. Specifically, this goal will be measured weekly with multi-step (part a/b/c) problems during math instruction, utilization of monthly MCAP tasks and disaggregating yearly MCAP data
Monitoring Procedure:	Spiral reviews i-Ready pathway progress Monthly MCAP math tasks Daily multi-step word problems (Three Reads strategy) SLO monitoring Summative and Formative Assessments BOY, MOY, and EOY iReady assessment data Informal/formal discussions with classroom teachers, administration and math specialist
<b>MATH FOCUS AREA 2:</b>	Math Reasoning in grades K-5
Focus Area Goal	Based on the 2023 MCAP data, 67% of the third through fifth grade population scored below the county and state averages in reasoning. This goal is to improve student reasoning to build robust conceptual understanding of the topic and to strengthen student justification ability.
Root Cause(s):	Student gaps lead to the primary focus of a student's understanding of the content, therefore not allowing enough time to deepen the ability to reason
Focus Content Standard(s):	3-5.R.1 Base reasoning or explanations on a given pictorial representation and explain how the pictorial model represents a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws), or how it can be used to make a generalization. 3-5.R.2. Identify flawed thinking or reasoning and explain how to correct the thinking or work.



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	<p>3-5.R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions).</p> <p>3-5.R.4 Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct.</p>
<b>Barriers:</b>	Lack of understanding of pre-requisite skills and strategies expected prior grade level
<b>Needed Resources:</b>	<ol style="list-style-type: none"> <li>1. Time for vertical planning for exposure of school-wide vocabulary, strategies and expectations</li> <li>2. Instructional Rounds during math blocks for teachers to be exposed to specific grade level strategies.</li> <li>3. Utilization and formal/informal co-planning with Math Specialist two days a week, monthly MCAP tasks with exemplary responses, MCAP reasoning scoring rubric posters</li> </ol>
<b>Strategies and/or evidence-based interventions:</b>	<ol style="list-style-type: none"> <li>1. More emphasis will be taught using the concrete, representational and abstract (CRA) model based on the Gradual Release of Responsibility (Focused, Guided, Collaborative, Independent) in grades K-5</li> <li>2. More emphasis will be directed to the 'Try, Discuss, Connect' routine and the Three Reads strategy to teach students how to properly understand and solve multi-step word problems (during daily instruction and monthly math tasks). Throughout the year, teachers and Math Specialist will scaffold monthly math tasks, so that by February students are completing math tasks independently and are clear of the MCAP reasoning rubric expectations.</li> <li>3. More emphasis on rigorous, linear vocabulary and student led discussion during the math routine (Math Talks &amp; Turn and Talk)</li> <li>4. Exposure to Tier I, II, &amp; III questions to prepare for the Maryland Comprehensive Assessment by utilizing rigorous tasks and individual/peer critiquing/scoring based on the reasoning 4 point rubric</li> <li>5. The Math Specialist will support the teachers through team meetings.</li> <li>6. Math Specialist will support teachers through team meetings to discuss task reflections and identify students who need additional support, support learning by identifying and pulling small groups, conduct various coaching and co-planning opportunities, such as modeling the CRA (concrete, representational, abstract) process, modeling K-5 math strategies for teachers to understand strategy progression, scaffolded task implementation throughout the year (paper to EdCite), including individual and peer critiquing based on the Mathematical Practice. Teachers and Math Specialist will formally/informally meet to reflect on monthly task implementation, co-planning, small group instruction, etc.</li> </ol>
<b>How will it be funded?</b>	Funding may be requested for substitutes to allow grade level teachers to complete Instructional Rounds.

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Steps towards full implementation with timeline:	The strategies listed above will be implemented from August 2023 through May 2024. Specifically, this goal will be measured weekly with multi-step (part a/b/c) reasoning word problems during math instruction, utilization of monthly MCAP tasks and disaggregating yearly MCAP data.
Monitoring Procedure:	Monthly MCAP math tasks reflection (reasoning) Multi-step word problems (part a/b/c) Unit assessments Informal/formal discussions with classroom teachers, administration and math specialist

**Universal Design for Learning for MATH.**

<b>Table 15</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	Model problem solving strategies Show how to model and reason with multi-step problems iReady Math pathways Small group instruction daily Use consistent vocabulary and strategies throughout grade levels
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>  Use manipulatives Use math vocabulary Exit tickets, spiral review, and assessments Various math strategies GRR

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<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	Number talks Manipulatives Turn and talk GRR Small group instruction iReady Math pathways and Fluency Flight Fluency games (Math Solutions and Box Cars and One-Eyed Jacks)

**C. SCIENCE**

**1. Complete data charts using 2022 and 2023 data results.**

\* indicates no students or fewer than 10 students in category

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	64716	20	50	30	64543	18	48	<b>34</b>	<b>+4</b>
<b>ACPS Results</b>	5889	14	55	31	611	13	53	<b>34</b>	<b>+3</b>

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All school students	31	10	55	35	35	9	37	54	+19
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	<10	*	*	*	<10	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	31	10	55	35	35	9	37	54	+19
Two or more races	<10	*	*	*	<10	*	*	*	
Special Education	<10	*	*	*	<10	*	*	*	
Limited English Proficient (LEP)	<10	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	15	13	54	33	20	15	40	45	+12
Female	10	0	80	20	22	4	32	64	+44
Male	21	14	43	43	13	15	46	39	-4

2.

<b>FOCUS AREA 1:</b>	5th grade
Focus Area Goal	The goal is to increase the number of students achieving proficiency on MISA. In 2022, 35% scored proficient, and in 2023, 54% scored proficient. Our goal is to increase our 2024 proficiency score by 10%, which would be 4 more students, resulting in 64% of the students scoring proficient.

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Root Cause(s):	<p>The students are getting hands-on experiences with materials when using FOSS science kits, but the focus standards are not included in the FOSS kits, so students are lacking the hands-on learning approach for these standards.</p> <p>There is a lack of connection between doing hands-on activities and applying the same skills on a computer. More emphasis will be placed on computer-based analysis and understanding the processes of hands-on experiences.</p> <p>More emphasis will be placed on reviewing concepts from previous grades' instruction to maintain previously taught concepts.</p>
Focus Content Standard(s):	<p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> <p>5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p>
Barriers:	<p>Time for science instruction has decreased due to other instructional priorities.</p> <p>Standards taught in previous grades are not revisited within the curriculum.</p> <p>Teachers do not have the necessary materials for text-based investigations.</p>
Needed Resources:	<p>Class sets of text relating to science concepts</p> <p>Spiral review to maintain previously taught concepts</p>
Strategies and/or evidence-based interventions:	<p>Teachers will use ReadWorks and NewsELA for cross-curricular connections.</p> <p>Teachers will choose practice passages and questions relating to science standards when possible.</p> <p>Teachers will use Mystery Science to enhance and extend science investigations.</p> <p>Teachers will use the online FOSS platform to practice digital experiments and online tools.</p> <p>Teachers will use Mrs. Fentress to help find texts to match the focus standards.</p>
How will it be funded?	None needed
Steps towards full implementation with timeline:	<p>Science is directly taught in grade 5 during the second and third quarters, immediately prior to MISA.</p> <p>Technology classes are held bi-weekly to increase students' technology proficiency.</p> <p>Literacy Lab reading groups are in place year round. During these groups, text will be selected relating to science standards when possible.</p> <p>In January and February, emphasis will be placed on familiarizing students with MISA practice tests.</p>

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	Weekly collaborative planning will be used to plan for extension and analysis of science investigations.
Monitoring Procedure:	Teachers will use spiral review data to monitor student understanding and retention of standards. Teachers will use comprehension and analysis scores from science text to assess student learning.

<b>FOCUS AREA 2:</b>	Males
Focus Area Goal	The goal is to increase the number of male students achieving proficiency on MISA. In 2022, 43% scored proficient, and in 2023, 39% scored proficient. Our goal is to increase our 2024 proficiency score by 10% resulting in 49% of the male students scoring proficient.
Root Cause(s):	The students are getting hands-on experiences with materials when using FOSS science kits, but the focus standards are not included in the FOSS kits, so students are lacking the hands-on learning approach for these standards. There is a lack of connection between doing hands-on activities and applying the same skills on a computer. More emphasis will be placed on computer-based analysis and understanding the processes of hands-on experiences. More emphasis will be placed on reviewing concepts from previous grades' instruction to maintain previously taught concepts. Male student comprehension skills are in need of improvement, which affects their performance on MISA.
Focus Content Standard(s):	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
Barriers:	Time for science instruction has decreased due to other instructional priorities. Standards taught in previous grades are not revisited within the curriculum. Teachers do not have the necessary materials for text-based investigations. Fluency (DIBELS) scores are below benchmark. Teachers have a need for more nonfiction and informative texts.

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Needed Resources:	Class sets of text relating to science concepts Spiral review to maintain previously taught concepts
Strategies and/or evidence-based interventions:	Teachers will use ReadWorks and NewsELA for cross-curricular connections. Teachers will choose practice passages and questions relating to science standards when possible. Teachers will use Mystery Science to enhance and extend science investigations. Teachers will use the online FOSS platform to practice digital experiments and online tools. Teachers will use Mrs. Fentress to help find texts to match the focus standards. Teachers will pay particular attention to male students during progress monitoring for growth.
How will it be funded?	School-based funding if necessary
Steps towards full implementation with timeline:	Science is directly taught in grade 5 during the second and third quarters, immediately prior to MISA. Technology classes are held bi-weekly to increase students' technology proficiency. Literacy Lab reading groups are in place year round. During these groups, text will be selected relating to science standards when possible. The Media specialist will share and encourage more informational, science-based text particular to male students. In January and February, emphasis will be placed on familiarizing students with MISA practice tests. Weekly collaborative planning will be used to plan for extension and analysis of science investigations.
Monitoring Procedure:	Teachers will use spiral review data to monitor student understanding and retention of standards. Teachers will use comprehension and analysis scores from science text to assess student learning.

**Universal Design for Learning for SCIENCE.**

<b>Table 17</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>

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<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	Use of consistent science vocabulary Use of online resources with FOSS Using texts for ELA small groups and literacy labs to review prior NGSS Using hands-on materials for science investigations Interactive Notebooks Interactive Slide Presentations
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	Hands-on investigations Journal responses Exit tickets Think, Pair, Share GRRUDL
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	Flex grouping Science investigation materials Cooperative Learning GRRUDL Science Phenomena Introductions Real Life Career Connections

**VIII. MD School Survey Results and Plan**

**Staff Engagement Action Plan:**  
**2023 MD Report Card Score out of 3 = 2.8**  
**Projected MD Report Card Score (2024) = 2.9**



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<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support - Instructional Feedback = 8.42
Topic Description:	Instructional Support and Feedback
Strategies: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Informal feedback is requested after walk-through or time in classroom by principal and supervisors</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> <li>• Principal, Supervisors</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> <li>• Sticky notes, email, hang out, conversations</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• Staff survey results 2024</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• September 2023- May 2024</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Community - Participation and Engagement = 8.54

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Topic Description:	Participation and Engagement
Strategies: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Staff members are attending the monthly PTA meetings</li> <li>• Mrs. Fentress conducted a volunteer orientation</li> <li>• Math and ELA Day for parents</li> <li>• Christmas for others</li> <li>• Lunch for parents the first week of school</li> <li>• Lunch for grandparents in September</li> <li>• Veteran's Day program</li> <li>• Emergency Services (Fire and Ambulance) demonstrations</li> <li>• Classroom volunteers</li> <li>• FSU readers through the Adopt a School CLC</li> <li>• Partnership with numerous churches in our school district</li> <li>• Support from area businesses (Chick-Fil-A, YMCA, Dollar General) to support student incentives and PBIS program</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> <li>• Principal, PBIS and Leadership teams</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> <li>• Community stakeholders</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• Staff and parent survey comparison to previous year</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• August, 2023- May, 2024</li> </ul>

***Student Engagement Action Plan:  
2023 MD Report Card Score out of 7 = 4.0***

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### ***Projected MD Report Card Score (2024) out of 7= 5.0***

<b>Primary Area of Need</b> State the Domain, Topic, and Score	Safety - Physical Safety = 1.09
Topic Description:	Physical Safety
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Guidance lessons bi-weekly</li> <li>• 5th grade Leadership Team</li> <li>• Full time SSE, Officer Steve</li> <li>• Social groups and lunch bunches</li> <li>• 5th grade Girls breakfast group, "Sparkles"</li> <li>• Second Step and Toolbox lessons taught by the school counselor</li> <li>• Schoolwide use of Restorative Practices</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> <li>• Principal, School Safety Employee, Officer Steve, All staff</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> <li>• School counselor, Shelby Hutcheson</li> <li>• School Safety Employee, Officer Steve</li> <li>• Monthly required Emergency drills</li> <li>• Safety routines inside and outside of the school</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• Student survey comparison from previous year</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• August, 2023- May, 2024</li> </ul>

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<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Safety - Bullying = 2.59
Topic Description:	<ul style="list-style-type: none"> <li>• Bullying</li> </ul>
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Guidance lessons bi-weekly</li> <li>• 5th grade Leadership Team</li> <li>• Full time SSE, Officer Steve</li> <li>• Social groups and lunch bunches</li> <li>• 5th grade Girls breakfast group, "Sparkles"</li> <li>• Second Step and Toolbox lessons taught by the school counselor</li> <li>• Restorative Practices</li> <li>• Care Circles implemented in grades 2-5</li> <li>• Minute Meetings</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> <li>• Principal, School Counselor, School Safety Employee, Officer Steve, All staff</li> </ul>
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> <li>• School counselor, Shelby Hutcheson</li> <li>• School Safety Employee, Officer Steve</li> <li>• Monthly required Emergency drills</li> <li>• Safety routines inside and outside of the school</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• Student survey comparison from previous year</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• August, 2023- May, 2024</li> </ul>

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**IX. MULTI-TIERED SYSTEM OF SUPPORT**

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.

***ACPS MTSS Vision: Ensure that all students receive appropriate instruction and support in order to maximize student achievement and positive outcomes in the areas of reading, mathematics, and behavior.***

<b>PRIORITY:</b> An opportunity identified by the team in order to achieve our vision. Flintstone's vision: <i>Our vision is to create a welcoming elementary school where students, staff, and parents join together to inspire our students to reach their full potential academically, physically, emotionally, and socially.</i>			
<b>PRACTICE:</b> A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
<b>LAYING THE FOUNDATION</b> Why/What?	<b>INSTALLATION</b> Where/How?	<b>INITIAL IMPLEMENTATION</b> How are we learning?	<b>FULL IMPLEMENTATION</b> How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System  Outcomes Show the  Practice Works
Choose Practice	Train	Reflect and Recommend  Improvements in Practice  and System	Competent, Organized, Well  Led System for Practice

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- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Diverse and fluent implementation of flexible grouping instruction in all classrooms			
PRACTICE: All school staff will collaboratively analyze progress and plan for tiered instruction and interventions			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Create a planning schedule for collaborative planning between general and special education teachers, math and literacy coaches</li> <li>Gathering BOY data</li> </ul>	Admin, grade level teachers, math and literacy specialists, special education teacher	September 2023 and continues through progress monitoring and data meetings	<ul style="list-style-type: none"> <li>A planning schedule has been established and data collected for analysis</li> </ul>
<b>INSTALLING</b>			

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<ul style="list-style-type: none"> <li>● Create a schedule for the instruction of teachers, reading interventionist, specialists, special educator, and instructional assistants</li> <li>● Analyze grade level data to establish groupings</li> <li>● Review strategies for embedding maximum implementation</li> <li>● Teams meet weekly to establish the routine</li> </ul>	Admin, grade level teachers, math and literacy specialists, special education teacher, and instructional assistants	September 2023 and continues through progress monitoring and data meetings	<ul style="list-style-type: none"> <li>● Plan in place for each grade level's (K-5) flexible group instruction</li> <li>● Data is reviewed briefly daily and each Friday during collaborative meetings to promote more in-depth accommodated instruction</li> </ul>
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>● Implement co-teaching model in most classrooms</li> <li>● Assessing student data to maintain groupings for targeted student needs</li> <li>● Daily schedule for homo/heterogeneous groupings based on explicit student learning goals</li> </ul>	grade level teachers, math and literacy specialists, special education teacher, and instructional assistants	End of September 2023- end of May 2024	<ul style="list-style-type: none"> <li>● Flexible groupings are implemented daily</li> <li>● Share daily assessment results in order to determine daily/weekly placements</li> <li>● Identify and address possible learning deficits that may require scaffolding supports</li> </ul>
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>● After school quarterly planning between grade level teachers, special educator, and math and reading specialists to promote long range planning.</li> </ul>	Admin, grade level teachers, math and literacy specialists,	End of September 2023- end of May 2024	<ul style="list-style-type: none"> <li>● Four quarterly plannings are held each school year</li> <li>● Student data conferences are practiced and continue to be</li> </ul>

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<ul style="list-style-type: none"> <li>Weekly collaborative meetings and BOY-MOY-EOY ELA and Math data meetings are held to identify long and short term learning goals.</li> <li>Monthly MCAP tasks, writings, progress monitoring of Dibels, and data conferences are held to hold students accountable for collective and individual learning</li> <li>Faculty meetings, school based PD, and district wide PDs provide teachers with support of developing and sustaining techniques in order to teach students to maintain new learning across different times and settings</li> </ul>	special education teacher, and instructional assistants  Supervisors		refined to promote positive constructive feedback <ul style="list-style-type: none"> <li>During weekly meetings, we will continue to prepare for upcoming tasks as well as sustaining procedures in place</li> </ul>
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<b>PRIORITY: #2 GRRUDL Framework</b>			
<b>PRACTICE: Using the GRRUDL framework to provide strategies and appropriate instructional opportunities that promote learning among all students.</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>District providing PD</li> </ul>	District Admin. All staff	Aug 16, 2023-ongoing	<ul style="list-style-type: none"> <li>Collaborate as a school and a team...SPARKS</li> </ul>



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<ul style="list-style-type: none"> <li>Sharing GRRUDL ideas with and between staff</li> </ul>			
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Focused lesson planning with intentional implementation of the GRRUDL principles</li> <li>Determine scaffolding supports needed</li> </ul>	Classroom teachers, special education teacher	Aug 16, 2023-ongoing	<ul style="list-style-type: none"> <li>Teachers meet at grade level daily</li> <li>Teachers meet with special educator daily and weekly for scaffolding support</li> </ul>
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>Teachers select appropriate visual, verbal, and written supports to enhance student performance and understanding</li> </ul>	Classroom teachers, special education teacher	Aug 16, 2023-ongoing	<ul style="list-style-type: none"> <li>Teachers include the GRRUDL principles in their daily lesson plans and instruction</li> </ul>
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>Teachers utilize their selected supports in order to sustain their effectiveness</li> <li>Revisit High Leverage Practices during collaborative meetings</li> <li>Use the “walk through” and formal evaluation documents for teachers to sustain instructional practices</li> </ul>	Supervisors, Admin, Classroom teachers, special education teacher	Aug 16, 2023-ongoing	<ul style="list-style-type: none"> <li>Continue district PD</li> <li>Teacher talk about implementing ideas pertaining to the GRRUDL framework</li> <li>Providing supports prior to lessons and responsively during instruction</li> <li>Weekly collaborative meetings to discuss sustaining scaffolds</li> </ul>

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**X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

**PBIS Tier I**

**PBIS Tier II**

**PBIS Tier III**

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

**We feel confident in all aspects of our PBIS program as we reflect and change parts of it each summer with the action plan and throughout the school year based on data. Referrals, suspensions, and harassment/bullying offenses decreased between the 2021-2022 school year and the 2022-2023 year. This can be attributed to more use of restorative practices among staff members, going from an interim school counselor during the 21-22 school year to a highly qualified experienced school counselor in the 22-23 school year, and utilizing individual and small group interventions for tier II and III students identified by the SRSS. We continue to maintain and lower these numbers by consistently looking at data and ways to improve practices. We plan quarterly incentives for students to work toward participating. In addition, we received a full-time LAP instructional assistant who works with students regularly to prevent infractions as well as an effective behavior specialist who works with specific children every Friday.**

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

**Tier I - Weekly classroom lessons for Social Emotional Learning, Care Circles and Communication Circles, Positive Behavior Praise Notes, Character Trait of the Month, Spark of the Month, Minute Meetings, Bully Prevention, Red Ribbon Week**

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**Activities, Safe Touch Prevention, New Student Orientation, Classroom management plans, use of calm down corners in classrooms, hallway sensory tools, frequent communication with families to share successes and concerns**

**Tier II - Restorative Practices, Peer Mentoring for academic needs, Check in Check out, Small Groups, lunch bunches, tutoring**

**Tier III - Restorative Practice, individual counseling (school counselor, behavior specialist, ACHD counseling, mental health counselor), PST interventions, Collaboration with the County Behavior Specialist, School Psychologist, and Autism Specialist, Behavior Management Plans, Functional Behavior Assessments, Integrated Support Plans (for non-IEP students)**

## **XI. Family and Community Engagement**

### **Parent/Community Involvement Needs**

**Describe in a narrative** your school's family and community engagement. Support with data (i.e. volunteer hours, percent of family/community participation from sign in sheets, type and number of parent activities, etc.).

Flintstone celebrates a rich parental/community engagement program. We are fortunate to have strong support from families and ongoing assistance from our community groups, churches and organizations. We use the following tools for communicating with parents/families for upcoming events, and to meet student needs:

- Assignment notebooks and homework folders used schoolwide
- Facebook and School web page
- DOJO, schoology e-mail and other web-based communication systems
- ASPEN and quarterly report cards

In SY 2022-2023, Students and families, community agencies, and volunteers are encouraged to participate in the following activities:

- Back to School Night on August 23, 2022 with \_163\_ individuals in attendance
- Grandparents' Day celebrations September 21 & 28, 2022 \_147\_ individuals in attendance
- Veteran's Day Activities including community veterans and family members on November 11, 2022 \_29\_ individuals in attendance
- Parent conferences October 3, 2022 & March 1, 2023 \_282\_ conferences conducted in person or by phone
- Spark of the Month Recognition Streamed to FB group, approximately 150 views per live stream
- Math and ELA parent activities

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- Holiday celebrations and programs
- Career Day presenters using family and school community members
- Weekly volunteer opportunities as well as special events, 9 weekly volunteers averaging four hours per week
- PTA membership
- Field Trip chaperones
- Veterans Day

In SY 2023-2024, students, families, community agencies, and volunteers have been or will be invited to the following events:

- Back to School Night and playground ribbon cutting ceremony on August 22, 2023 with \_177\_ family members in attendance
- Beginning of year parent luncheons on August 30, 2023 with \_143\_ parents in attendance
- Grandparents Day Celebrations on September 20th and 27th with \_139\_ family members in attendance
- Volunteer Orientation and a consistent number of weekly volunteers
- Allegany County Library visits monthly to provide all Pre-K and Kindergarten students with reading activities since our vast district does not have any libraries in close proximity
- Frostburg State University Education Department professors and students visit monthly to read to students and offer author visits twice a year
- Flintstone and Oldtown EMS and Fire Departments provide informative presentations to Pre-k, K, and 1st grade students each October

**Parent Involvement Plan**

- 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/family engagement 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 their targeted goals.

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Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

<u>PI ACTIVITY</u>	<u>DATE</u>	<u>CONTACT PERSON</u>
ELA Day	March 1, 2024	Karen Snurr
Math Day	March 19, 2023	Kate Pratt
Parent volunteers in classroom	October, 2023-May, 2024	Angie Fentress

**XII. Professional Community for Teachers and Staff- Standard 7**

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
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1. <u>The Writing Rope</u> book by Joan Sedita	1/5/24 through 5/3/24 each Friday during collaborative planning	All grade level teachers and special education teacher	Increased understanding of how to teach writing and therefore enhance student's abilities to write proficiently.	<p><b>TEACHERS WILL:</b></p> <ul style="list-style-type: none"> <li>● <b>Learn the fundamentals of effective writing instruction.</b> Get research-based background knowledge about writing development, the five components of the Writing Rope framework, the role of fluent transcription skills in proficient writing, and the intentional choices proficient writers make about writing craft.</li> <li>● <b>Apply evidence-based practices in the classroom.</b> Teach essential skills all students must learn to become proficient writers, focusing on critical thinking strategies for generating ideas and gathering information before writing, strategies for each stage of the writing process, syntactic awareness and sentence writing, paragraph writing, and skillful structuring of different types of text.</li> <li>● <b>Help students "write to learn."</b> Teach students how to use writing to</li> </ul>	<ul style="list-style-type: none"> <li>● Informal and formal writing pieces</li> <li>● SLO attainments</li> </ul>
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				enhance their learning across different content areas. Learn how to plan effective writing assignments in different content areas, and explicitly teach students skills for summarizing texts and writing about narrative and expository text.	
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2. <u>The Benefits of Being an Octopus</u>	1/2/24 in the media center during principal staff development	All staff	A continued understanding of our county emphasis on the importance of relationships and a sense of belonging.	Additional strategies to use with children especially those living in poverty situations.	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• SRSS results</li> <li>• ODRs</li> </ul>
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in

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					the classroom
3. Math Instructional Rounds and Vertical planning	November, 2023-May, 2024	Classroom teachers	Strategies to use during math instructional block, particularly best practices for small group instruction and vertical planning so that teachers can see what standards are expected/taught at previous and future grade levels	Strategies for better math instruction and understanding of math expectations across grade levels	<ul style="list-style-type: none"> <li>Increased performance on exit tickets, unit tests, benchmarks, and MCAP</li> </ul>

**XIII. Management Plan**

**1. How will the plan be shared with the faculty and staff? Please include approximate dates.**

The plan will be shared with staff during the November 9th faculty meeting.

**2. How will the plan be shared with parents and community members? Please include approximate dates.**

The SIP will be shared with parents and community members by placing it on our school website and on our Sparks Facebook page.

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

Classroom teachers will implement the focuses in our plan through daily instruction as the same focuses are in their SLOs as well as the principal's SLOs.



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

The Leadership Team will analyze data at our monthly meetings. All classroom teachers along with the Literacy and Math coaches and principal analyze progress monitoring, units, BOY, MOY, and EOY data regularly during collaborative meetings.

**5. How will the administration monitor the plan?**

The principal is actively involved in the Leadership Team, attends all weekly collaborative meetings, as well as ELA and Math data meetings. The principal's SLOs align with the goals in the SIP.

**6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?**

Continued communication is essential for consistency in implementing united goals. In addition, financial assistance may be requested to purchase The Writing Rope in order to provide staff development in the area of writing.

Use this page to identify the members of the School Improvement Plan's team.

Name	Signature	Role
Shannon Ralston		Principal
N/A		Assistant principal
Angela Fentress		Other School Leader/Media Specialist
Shelby Hutcheson		School Counselor
Cassie Smith		Teacher
Darlene Ringler		Instructional Assistant
Karen Snurr		ACPS/School Reading coach or specialist
Kate Pratt		ACPS/School Math coach or specialist
Jo-Nel DeMay		Reading Interventionist
N/A		Title I School Support specialist

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<b>N/A</b>		<b>Title I Family Engagement Coordinator</b>
<b>Michelle Crawford</b>		<b>Parent/Family Member</b>
		<b>Parent/Family Member</b>
		<b>Community Member</b>
		<b>Community Member</b>
<b>Angela Walbert</b>		<b>Other School Staff</b>