Allegany County Public Schools
2024-2025 Non-Title I School Improvement Plan

School: Flintstone Elementary   **Principal: Tim Farrell**

Allegany County Public Schools
2024-2025 Non-Title I School Improvement Plan

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.

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.**

B. SCHOOL CLIMATE AND CULTURE

<u>Climate</u>

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.

<u>Culture</u>

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

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II.   SCHOOL DEMOGRAPHICS   **Number of years the principal has been in the building? ___0___**

A. Staff Demographic   **B. Student Demographics**

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		15	15
Itinerant staff	11		11
Paraprofessionals	1	4	5
Support Staff		3	3
Other	2	11	13
Total Staff	13	35	48

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	n/a
Hawaiian/Pacific Islander	≤10
African American	≤10
White	212
Asian	n/a
Two or More Races	≤10
Special Education	27
LEP	≤10
Males	103
Females	119
Gender X	≤10
Total Enrollment	223
FARMS Rate (2022-2023)	60.81%

Special Education Data 2024-2025 School Year (Sept 30 data)

Table 3					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
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	2	14 Autism	0
04 Speech/Language Impaired	13	09 Specific Learning Disability	7	15 Developmental Delay	4
05 Visual Impairment	0	10 Multiple Disabilities	0	**TOTAL COUNT**	27

III.   **ATTENDANCE**

Table 4a	2022-2023	2023-2024
Grade Level – School Level	**Attendance Rate**	**Attendance Rate**
All (Excluding PreK & K)	92.6%	93.7%
Grade 1, 6, or 9	93.7%	92.7%

Grade 2, 7, or 10	92.6	94.1%
Grade 3, 8, or 11	91.4%	95.6%
Grade 4 or 12	93.9	92.4%
Grade 5	91.5%	93.9%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	92.0%	93.4%
Hispanic/Latino of any race	93.4%	93.6%
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Black or African American	83.6%	94.4%
Native Hawaiian or Other Pacific Islander	n/a	n/a
White	92.3%	93.5%
Two or more races	84.2%	88.8%
Male	91.0%	93.5%
Female	92.8%	93.4%
EL	95.0%	93.3%

Special Education	92.6%	94.7%
Economically Disadvantaged	90.5%	92.4%

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

Flintstone families are cooperative in sending students to school regularly. The school average for All Students attendance was 93.4%. For grades 1-5, three grade levels met or exceeded the target of 94.0% attendance. The remaining grade levels were within one to two percentage points of achieving the target percentage score. Subgroup scores reflect percentage scores similar to the All Student percentage score. We continue to work with identified families to share information about the value of establishing routines in young children. In efforts to improve attendance, we have communicated guidelines for illnesses and expectations for students to be in school. Flintstone School is located in a rural area and serves students in the eastern end of the county. It is often a challenge when students miss the bus and parents are unable to provide transportation.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

- Attendance data collected through the ASPEN portal
- Bulletin board displaying classes with 95% and 100% attendance
- Monthly recognitions during Spark of the Month ceremony and Certificate
- 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
- Home visits

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.

Table 5	2022	2023	2024
Not Chronically Absent (percentage)	74	74.3%	81.8%
Report Card Points Earned out of 15	9.5	6.5	9.5

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.

Table 6	2022	2023	2024
Habitually Truant (percentage)	1.58%	0.51%	0.5%
Habitually Truant (student count)	3	1	1

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			
	All Students		
Subgroup	2021-2022	2022-2023	2023-2024
Total Referrals	51	43	35
All Suspensions	5	1	0
In School	0	1	0
Out of School	5	0	0
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	0	2	0

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.

For the 2023-2024 school year, Flintstone had 35 office discipline referrals. This is a decrease from the 43 office discipline referrals that occurred during the 2022-2023 school year. We continue to maintain and lower these numbers through:

- Our school wide PBIS Program
- Guidance lessons that focus on behavior
- SRSS data/PST identifying students in need of Tier II and Tier III support
- Second Step lessons and strategies
- District level behavior and mental health specialists' support

VI.   EARLY LEARNING (Elementary Only)

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	**2022-2023**	**2023-2024**
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	21.88	40.48	Not Available
Mathematics	40.63	45.24	Not Available
Social Foundations	31.25	61.90	Not Available
Physical Development	28.13	14.29	Not Available

2.   Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)
      Not Applicable for 2023-2024

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

- Prioritize low socioeconomic status students with enrollment in our full day pre-k program.
- Continue to maintain our accreditation certification in Maryland EXCELS Level 5 status
- Cheri Helmstetter, early learning specialist, provides instructional coaching to our pre-k 4 teacher to support readiness skills in all domains
- Conduct vision and dental screening at Flintstone School
- Weekly resource classes provided to kindergarten and pre-k classes
- Utilizing Frog Street 4 curriculum in the pre-k 4 classroom
- Utilization of the Raising a Reader program in pre-k 4 to support students in the language and literacy domain
- Co-planning between kindergarten and special education teachers
- Speech, occupational therapy and physical therapy provided in school setting
- Family engagement activities that focus on core content areas
- Articulation meetings between pre-k 4 and kindergarten teachers

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.

- Incorporate daily oral language development exercises to build vocabulary
- Use resources, manipulatives, and strategies from a variety of resources (Heggerty, Frog Street, CKLA, Fundations)
- Provide experiences for background knowledge
- Phonemic Awareness Program for all Pre-K and Kindergarten students
- ELA lessons presented through multiple means of instruction (kinesthetic, visual, and auditory)
- Small group interventions formed from screening data
- Listening and speaking opportunities
- Letters and handwriting taught through a kinesthetic approach
- Incorporating movement activities into core content
- Math concepts presented through concrete representations
- i-Ready technology is adaptive and places students on individual pathways through learning progressions
- i-Ready Discourse cards and Number Talks
- Classroom assessments, phonemic awareness and math benchmarks given quarterly
- Flexible small group instruction in reading and math
- PBIS strategies will be used to teach appropriate behaviors and expectations
- Weekly guidance lessons to support students social skills
- SRSS data to identify students that would benefit from classroom social skills lessons and support from the guidance counselor

To determine the effectiveness of our early childhood program, data will be collected from the following:
- PELI screener assessments given periodically throughout the school year (November, January, April).

- Pre-K 4 assessments quarterly.
- Classroom teachers use various basic skill screeners and checklists of informal/formal assessments to evaluate students' learning progress (exit tickets, self-evaluations/rubrics, graphic organizers, etc.).
- SRSS data
- DIBELS, DIBELS progress monitoring, CKLA Unit Assessments, I-Ready benchmarks, daily anecdotal records of skill performance and work samples collected

VII.   ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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 of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

MD Report Card Data (to be filled in after the release of 2024 Report card in December)
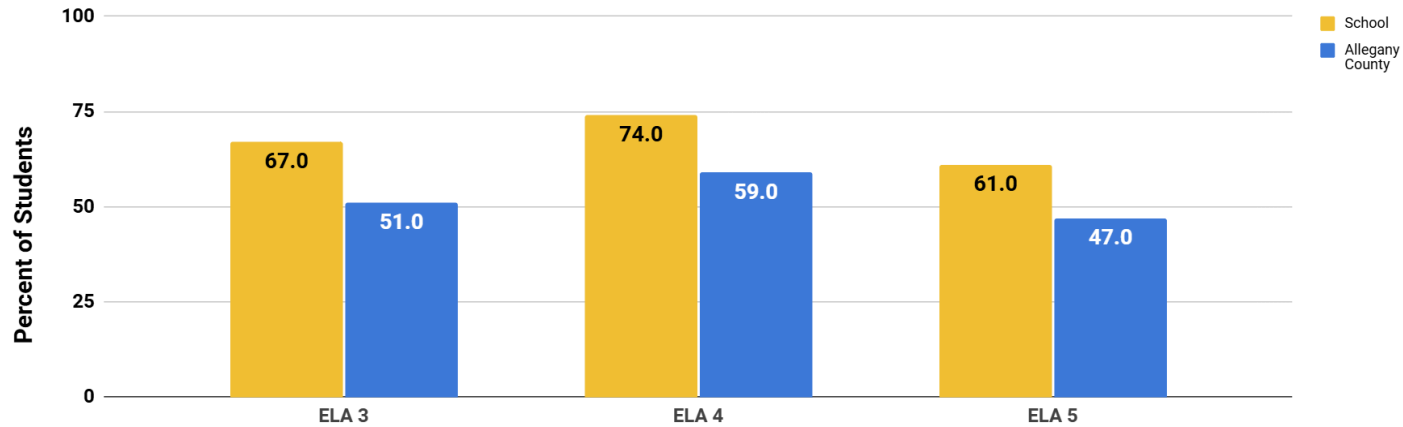
Points for ELA Proficiency out of 5 =3.3

Points for ELA average levels out of 5 =3.4
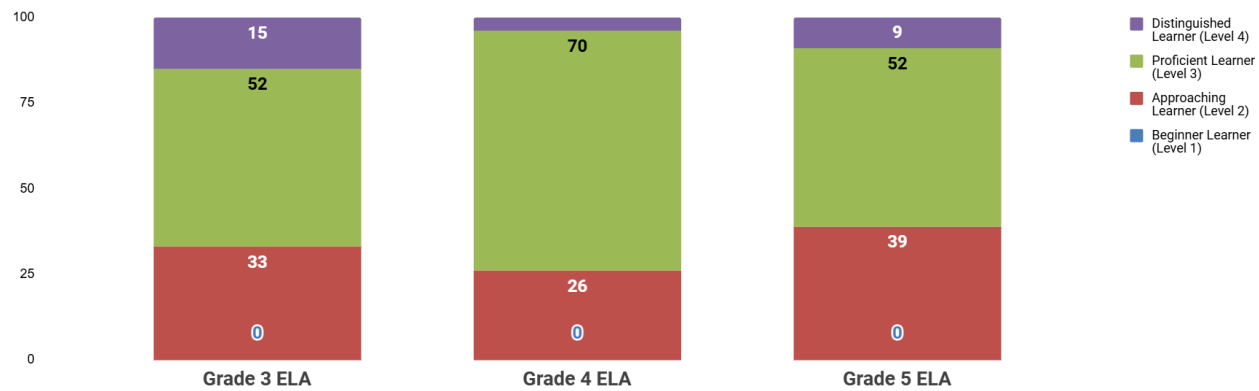
Points for ELA Growth out of 12.5 =8

Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

2024 Flintstone ELA Proficiency Rates

2024 Flintstone MCAP ELA Proficiency Levels

Flintstone ELA Proficiency Rate
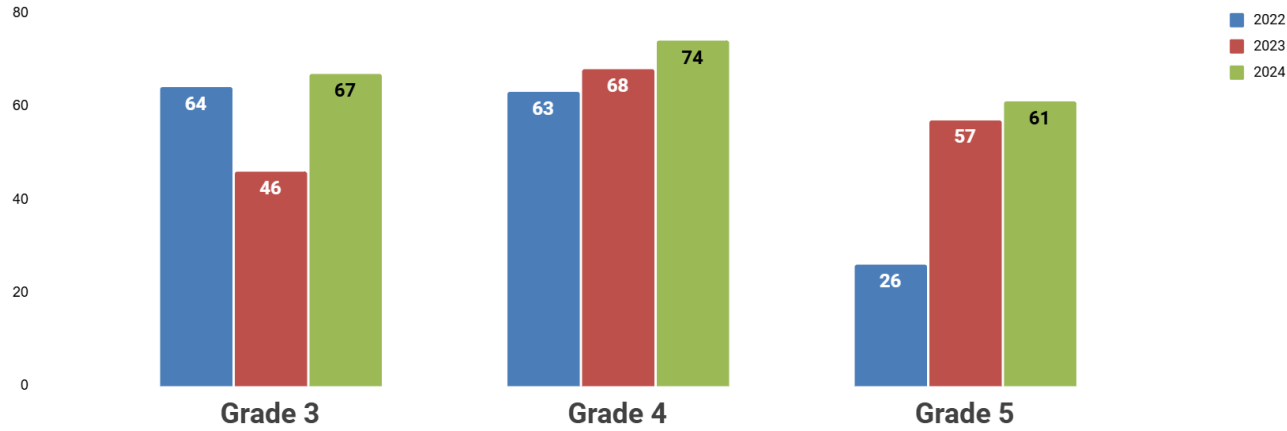
Flintstone ELA Cohort Proficiency Growth

ELA FOCUS AREA 1:	Reading Informational Text (main idea/details)
Focus Area Goal	38% of grades 3, 4, and 5 students scored in the ranges of beginning learner or developing learner on MCAP in the area of Reading Informational. Our goal is to increase the number of 3-5 grade students scoring in the proficient and above range by 10%.
Root Cause(s):	Students struggle to locate and understand information in the text to support their answer. Why: Students don't know how to skim text without rereading the entire piece. Why: Students are missing skills (understand text structure, main idea, key words) that would help them skim text Why: Lack of independent practice of skills Why: Opportunities for answering text dependent questions were not a part of K-2 instruction. Why: The SuperKids program focused on foundational skills more than comprehension of text.
Focus Content Standard(s):	RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Barriers:	Insufficient time spent on text dependent questions on primary grades. Lack of embedded modeling for text dependent questions in 3-5.
Needed Resources:	Opportunities for students in K-2 to interact with text dependent questions. Core program materials
Strategies and/or evidence-based interventions:	Daily engagement with CKLA rigorous text for all students Use of highlighters to support students with finding correct details to respond to the questions. Activities that require students to explicitly use text as the basis of their answer to be utilized regularly for formative assessment. Lessons created following the Gradual Release of Responsibility framework Weekly co-planning will occur with grade level teams and special educator. Collaborative Planning opportunities with grade level teams and literacy coach

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How will it be funded?	School and district funds
Steps towards full implementation with timeline:	Daily: The literacy lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students. Weekly: Student progress and needs will be monitored during co-planning opportunities between classroom teachers and the special education teacher Monthly: Team planning meetings focused on full implementation of reading programs. Beginning, middle, and end of the year DIBELS and CKLA data will monitored by classroom teachers, reading specialists, the Leadership Team
Monitoring Procedure:	Formative Assessments - consistent use to form small group instruction opportunities CKLA unit assessments analyzed by teachers and literacy coach Ongoing observations from literacy coach with feedback Walk-throughs by principal with feedback provided

ELA FOCUS AREA 2:	Vocabulary
Focus Area Goal	42% of grades 3, 4, and 5 students scored in the ranges of beginning learner or developing learner on MCAP in the area of vocabulary. Our goal is to increase the number of 3-5 grade students scoring in the proficient and above range by 10%.
Root Cause(s):	Why? Students lack the ability to use context and morphological skills to determine the meanings of unknown words Why? Students have not been exposed to explicit modeling and practice in using context to determine the meanings of unknown words Why? CKLA in grades 3-5 assumes these skills were modeled and practiced in grades K-2 Why? There was a lack of opportunities to engage with rigorous text, using context, and morphology in primary grades Why? The Superkids Reading program focused on developing Foundational skills and not developing vocabulary and comprehension.
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:	Lack of exposure to rigorous text in grades k-2

	Lack of morphological instruction in K-2
Needed Resources:	Reading Coach more than one day a week, MCAP aligned vocabulary tasks, exposure to rigorous text in grades K-2
Strategies and/or evidence-based interventions:	• Pilot CKLA in grades K-2 • Consistent lessons in grammar in morphology to determine meanings of unknown words in all grade levels. • Daily engagement with CKLA rigorous text for all students • Teach and consistently utilize close reading strategies to facilitate text-based discussions using robust vocabulary. • 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/or evidence to support responses. • Build background knowledge through exposure to rigorous text. • Incentives for students to engage in the Boost Reading program to reach weekly goals • One Book, One School
How will it be funded?	School and district funds
Steps towards full implementation with timeline:	Daily: Literacy Lab Structure targets reading deficits in identified students and provides enrichment opportunities for targeted students. Daily: Targeted instruction will support the development of vocabulary and close reading procedures. Monthly: Collaborative planning meetings with the literacy coach to internalize lessons.
Monitoring Procedure:	• CKLA unit assessments • MCAP tasks • Formative assessments while reading complex text. • Close reading procedures in small groups and/or conferences • Targeted planning of vocabulary and morphology instruction • Consistent practice with vocabulary inference questions

Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	Interactive slide decks for material presentation Digital materials, media, and manipulatives for auditory and visual representation Display vocabulary words in multiple ways Clarify syntax and structure Activate or supply background knowledge of vocabulary words
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Use multimedia to demonstrate knowledge of vocabulary (drawings, storyboards, comics, music, etc) Oral discussions and partner sharing will be utilized Create virtual or concrete word maps to express vocabulary comprehension Provide graduated supports for vocabulary development
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Digital access to grade level program materials Opportunities for project choice and self-regulation Formative feedback to enhance understanding Optimize relevance, value, and authenticity by relating vocabulary words 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 reduce achievement gaps between subgroups and their counterparts.
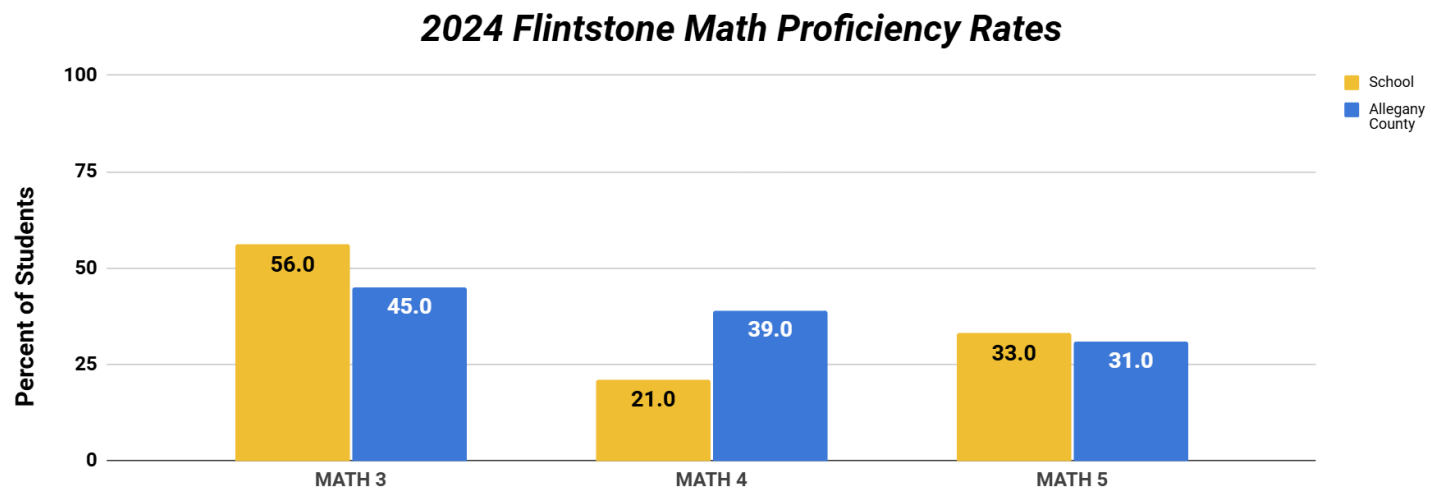
MD Report Card Data (to be filled in after the release of 2024 Report card in December)
Points for Math Proficiency out of 5 =1.9
Points for Math average levels out of 5 =2.9
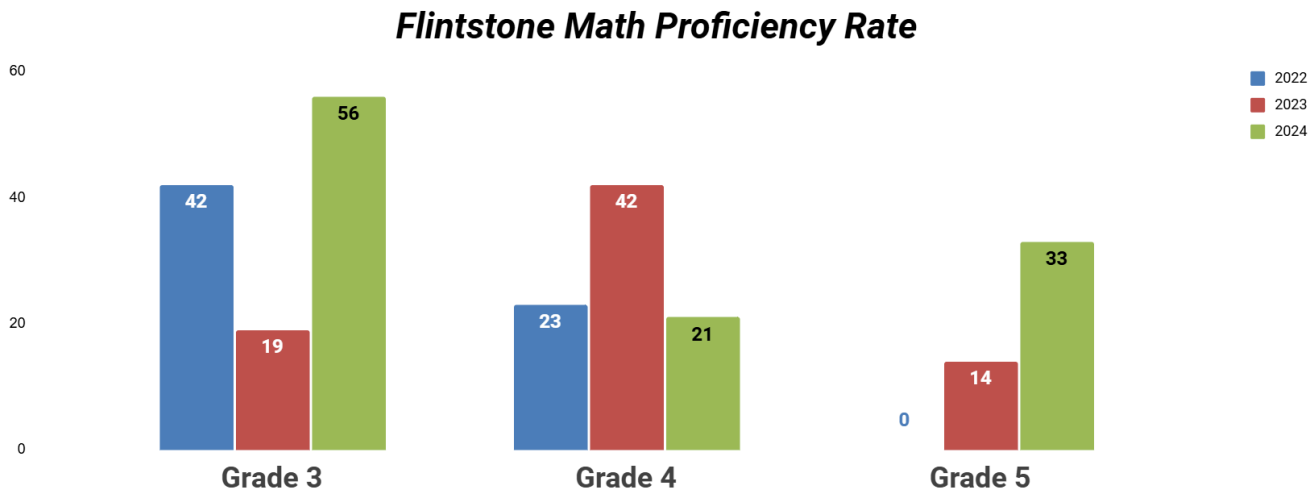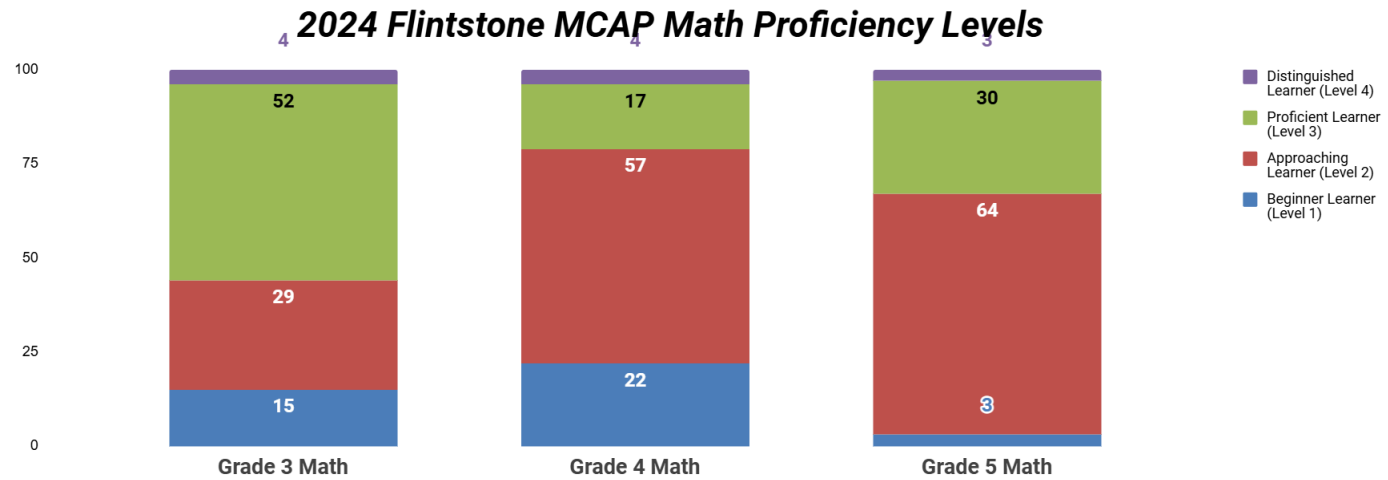Points for Math Growth out of 12.5 = 8

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

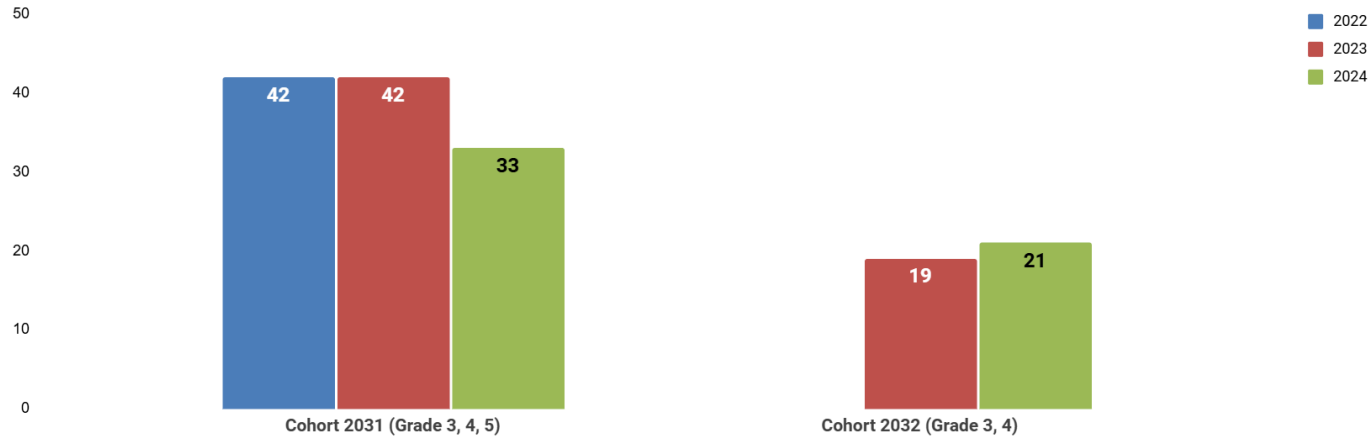### 2024 Flintstone Math Proficiency Rates

Legend:
- School
- Allegany County

	MATH 3	MATH 4	MATH 5
School	56.0	21.0	33.0
Allegany County	45.0	39.0	31.0

Y-axis: Percent of Students (0, 25, 50, 75, 100)

2024 Flintstone MCAP Math Proficiency Levels

Grade 3 Math: Beginner Learner (Level 1) 15, Approaching Learner (Level 2) 29, Proficient Learner (Level 3) 52, Distinguished Learner (Level 4) 4

Grade 4 Math: Beginner Learner (Level 1) 22, Approaching Learner (Level 2) 57, Proficient Learner (Level 3) 17, Distinguished Learner (Level 4) 4

Grade 5 Math: Beginner Learner (Level 1) 3, Approaching Learner (Level 2) 64, Proficient Learner (Level 3) 30, Distinguished Learner (Level 4) 3

Legend:
- Distinguished Learner (Level 4)
- Proficient Learner (Level 3)
- Approaching Learner (Level 2)
- Beginner Learner (Level 1)

Flintstone Math Proficiency Rate

Grade 3: 2022 = 42, 2023 = 19, 2024 = 56

Grade 4: 2022 = 23, 2023 = 42, 2024 = 21

Grade 5: 2022 = 0, 2023 = 14, 2024 = 33

Legend:
- 2022
- 2023
- 2024

21

Flintstone Math Cohort Proficiency Growth

MATH FOCUS AREA 1:	Math modeling (Grades 3-5)
Focus Area Goal	Based on the 2024 MCAP data, 68% of the third through fifth grade population scored below the county and state averages in modeling. This goal is to increase student modeling by 18% to build robust conceptual understanding of Mathematics Modeling.
Root Cause(s):	Students need a deep understanding of math concepts to model real-world problems. Why: Students are struggling solving real world situation word problems because they are not using the three reads with fidelity. Why: They are having difficulties distinguishing between relevant and irrelevant information. Why: There is a lack of understanding of math vocabulary. Why: There is a lack of consistency throughout the grade levels with how they identify information in a problem. Why: Lack of consistency throughout the grade levels in identifying information within a problem.
Focus Content Standard(s):	M.2 Determine the information that is needed to solve a problem in a given real-world situation M.3 Identify the mathematics that is needed to create a solution path for a real-world situation

	M.5 Evaluate a particle or complete solution to a real-world situation
Barriers:	- Lack of vertical planning time amongst grade-level teachers - Lack of co-planning with special education teacher, administration and/or math specialist weekly - Understanding of the Three Reads routine across grade-levels - Lack of making sense of the problem (Three Reads routine) - Consistent use of math vocabulary/background knowledge slides within the i-Ready program - Consistent use of talk moves such as Turn and Talk routine (focusing on math vocabulary) and the 4R's (repeat–rephrase–reword–record)
Needed Resources:	- Principal's Staff Development Day - time allotted for vertical planning across grade-levels - Weekly co-planning discussions / monthly team meeting - Math specialist 5 days/week - Additional professional development by the math specialist - Three Reads routine, Turn and Talk, 4R's (as needed) - Additional time/classroom coverage for coaching cycles - Additional monthly practice of making sense of the problem
Strategies and/or evidence-based interventions:	- Continued emphasis will be taught using concrete, representational and abstract (CRA) learning utilizing the Gradual Release of Responsibility Model. - Intentional planning of small group instruction allowing for spiral review that leads into grade level content. - Emphasis on data utilization, such as the i-Ready prerequisite report, instructional groupings report and formal assessments. - Continued emphasis on the "Try, Discuss, Connect" routine, while incorporating a focus on using consistent vocabulary during the Three Read/Turn & Talk/4R routines. This will allow students to make sense of and solve multi-step word problems. - The Math Specialist will support the teachers through monthly team meetings and by instructing small groups in targeted classrooms. - The Math Specialist will create additional monthly practice tasks that expose students to MCAP like questions (focusing on making sense of the problem).
How will it be funded?	School and District Funds
Steps towards full implementation with timeline:	Current - May 2025 : Coaching Cycles (voluntary) : Weekly co-planning with teachers, the special educator and administrator. Current - May 2025 : Monthly practice tasks January 2025 - MOY diagnostic data meeting to make changes to small groups as needed February 2025 - May 2025: Monthly Team Meetings

	May 2025 - EOY diagnostic data meeting to prepare small groups for fall of 2025
Monitoring Procedure:	During monthly team meetings, stakeholders (teachers, administration, special educator, math specialist) will monitor student progress and steps toward full implementation. The Leadership team will continue to discuss the implementation and progress of the plan each month.

MATH FOCUS AREA 2:	Increasing proficiency of the 2032 cohort ('24-'25 5th grade group)
Focus Area Goal	Based on the 2024 MCAP data, Cohort 2032 (2024-2025 grade 5 students) scored 21% proficient on the state assessment, which is 18% below the county and 12% below the state. 12% of Cohort 2032 will increase proficiency on the 2024-2025 MCAP assessment.
Root Cause(s):	Why: The general population of students do not understand grade-level content with fidelity. Why: Students lack prior knowledge application and do not use former strategies down in prior grades. Why: Teachers may not activate prior knowledge. Why: Lack of teacher vertical planning with former grade level teacher/math specialist to understand the strategies students are coming to the current grade-level with. Root Cause: Lack of vertical teacher planning to understand/apply strategies students have formerly been exposed to.
Focus Content Standard(s):	According to the MCAP Evidence Based Analysis report, these identified fourth grade standards are considered a need.The listed fifth grade standard correlates to the identified fourth standard. 4.R.3 Prove or disprove a statement, conjecture or generalization, using correct and precise mathematical examples. **5.R.3** Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions.) 4.M.5 Evaluate a partial or complete solution to a real-world situation. **4.M.5** Evaluate a partial or complete solution to a real-world situation. 4.OA.A.3-1,2 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental

computation and estimation strategies including rounding.
5.NF.B.6
Solve real world problems involving multiplication of fractions and mixed numbers,
4.MD.C.5b
An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
5.G.B.3
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

4.NBT.A.1
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.
5.NBT.A.1
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

4.OA.C.5
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
5.OA.B.3
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

4.NBT.B.6
Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.NBT.B.6
Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divorce, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.C.7
Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

	5.NBT.A.3 Read, write, and compare decimals to thousandths. 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. No corresponding fifth grade standard 4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 4.M.3 Identify the mathematics that is needed to create a solution path for a real-world situation. **5.M.3** Identify the mathematics that is needed to create a solution path for a real-world situation. 4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.* **5.NF.B.5** Interpret multiplication as scaling (resizing). 4.NBT.B.4-1 Fluently add and subtract multi-digit whole numbers using the standard algorithm. **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. 4.M.2 Determine the information that is needed to solve a problem in a given real-world situation. **5.M.2** Determine the information that is needed to solve a problem in a given real-world situation.

	4.OA.A.1-1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **5.NF.B.5** Interpret multiplication as scaling (resizing).
Barriers:	• Lack of vertical planning time amongst grade-level teachers • Lack of co-planning with special education teacher, administration and/or math specialist weekly
Needed Resources:	• Articulation (discussion of cohort) amongst grade-level teachers to discuss mastered strategies and/or strategies that need more reinforcement (prerequisite) • Principal's Staff Development Day - time allotted for vertical planning across grade-levels • Weekly co-planning discussions / monthly team meeting • Math specialist 5 days/week • Additional professional development by the math specialist • Additional time/classroom coverage for coaching cycles • Time to explore the learning progressions in i-Ready and Achieve the Core website
Strategies and/or evidence-based interventions:	• Additional small group support from the math specialists 2x/week • Vertical alignment planning with grade-level teachers, special educator and math specialist • Utilizing the Learning Progress piece of the i-Ready teacher's manual when intentionally planning/exploring Achieve the Core website
How will it be funded?	School and District Funds
Steps towards full implementation with timeline:	Current - May 2025: Small group implementation based on teacher/specialist observations February 2025 - May 2025: Monthly Team Meetings with a focus on learning progressions Vertical planning dates?
Monitoring Procedure:	During monthly team meetings, stakeholders (teachers, administration, special educator, math specialist) will monitor student progress and steps toward full implementation. The Leadership team will continue to discuss the implementation and progress of the plan each month.

Universal Design for Learning for MATH.

UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	Use of… ● Modeling making sense of a problem and using prior grade-level strategies ● i-Ready individualized pathways ● Daily small group differentiated instruction ● Consistent vocabulary and strategies across grade-levels ● Three Reads, Talk Moves (Turn and Talk) and the 4R (Repeat, Rephrase, Reword, Record) routine
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Use of …. ● Manipulatives ● Consistent math vocabulary ● GRR ● Various math strategies ● Three Reads, Talk Moves (Turn and Talk) and the 4R (Repeat, Rephrase, Reword, Record) routine
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Use of… ● Number talks, "Start" slides ● Manipulatives ● Three Reads, Talk Moves (Turn and Talk) and the 4R (Repeat, Rephrase, Reword, Record) routine ● Background/Culture knowledge slides ● GRR ● Fluency games (i-Ready, Math Solutions, Box Car & One-Eyed Jacks)

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C. SCIENCE

MD Report Card Data (to be filled in after the release of 2024 Report card in December)
Points for Science Proficiency out of 5 =1.5

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

MISA (SCIENCE)	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	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	64716	20	50	30	64543	18	48	34	65006	29	47	24	**-6%**
ACPS Results	589	14	55	31	611	13	53	34	569	20	57	23	**-8%**
All school students	31	10	55	35	35	9	37	54	33	12	58	30	**-5%**

FOCUS AREA 1:	5th Grade Proficiency Rates
Focus Area Goal	In 2023, the proficiency rate was 54% and in 2024, the rate decreased to 30%. The goal is to increase the proficiency by 10% in 2025 to 40%.
Root Cause(s):	Why? Students struggle to answer questions on science based concepts and content. Why? Students have difficulty writing constructed responses related to hands-on learning experiences. Why? Students have not been provided with enough activities or tasks to increase their science content

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	vocabulary. Why? Less time has been dedicated for meaningful science lessons and extensions for writing. Why? There is a lack of emphasis on science due to increased time dedicated to reading and math.
Focus Content Standard(s):	5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water
Barriers:	Allotted time for students to practice with content and content vocabulary Not enough exposure for MISA based tasks at previous grade levels Standards taught in previous grades are not revisited within the curriculum Teachers do not have the necessary materials for text-based investigations
Needed Resources:	Spiral review to maintain previously taught concepts Foss Resources for hands-on activities www.nextgenscience.org resources such as evidence statements and rubrics to drive writing about the hands-on activities MISA practice tasks for all grade levels
Strategies and/or evidence-based interventions:	Increased hands-on activities with writing components (monthly) Increased exposure to the use of rubrics. Increased opportunities to write constructed responses related to science concepts using text support
How will it be funded?	Local funds
Steps towards full implementation with timeline:	Hands-on learning opportunities with writing components will be done monthly Ongoing activities involving data collection, analysis and graphing
Monitoring Procedure:	Teacher lesson plans, team meetings

FOCUS AREA 2:	Grade 5 Females Proficiency Rates
Focus Area Goal	In 2023, the proficiency rate for females was 64% and in 2024 the rate decreased to 21%. The proficiency rate

	for males in 2023 was 39% and increased in 2024 to 43%. There exists a gap in proficiency of 22% between males and females in 2024. The goal is to decrease the achievement gap and for females to achieve a 31% proficiency rate.
Root Cause(s):	Why was there a decrease in the rate of females scoring proficient and why is there a gap between males and females? Why? Students struggle to answer questions on science based concepts and content Why? Students lack interest in science concepts or do not connect to the topics Why? Students have not been provided with enough activities or tasks to engage them in authentic experiences Why? Less time has been dedicated for meaningful hands-on learning activities Why? There is a lack of emphasis on science due to increased time dedicated to reading and math.
Focus Content Standard(s):	5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.
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 Reading difficulty hinders the comprehension of content Teachers have a need for more nonfiction and informative texts
Needed Resources:	Supplies and materials for hands-on lessons MISA practice tasks for all grade levels Discovery Education NewsELA ReadWorks Maryland Mobile Science Lab
Strategies and/or evidence-based interventions:	Use of ReadWorks and NewsELA for cross-curricular connections Provide practice passages and questions relating to science standards when possible Utilize the online FOSS platform to practice digital experiments and online tools Collaboration between classroom teachers and media specialist to help find texts to match the focus standards Generate student interest through the Maryland Mobile Science Lab
How will it be funded?	School based funding

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 female 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.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	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
Means for Expressions: *providing the learner alternatives for demonstrating their*	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Hands-on investigations Journal responses

knowledge and skills (what they know).	Exit tickets Think, Pair, Share GRRUDL
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	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:	
Staff Engagement Action Plan: **2023 MD Report Card Score out of 3 = 2.8** **Projected MD Report Card Score (2024) = 2.9**	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support Instructional Feedback Score: 7.72

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Topic Description:	Instructional support and feedback for educators is the process through which teachers receive information from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	• Walk-through observations will be conducted by the principal/supervisors. • The principal will document classroom walk-throughs on the TPE app. • Feedback will be provided to teachers and staff will be encouraged to visit the TPE to review documents. • Post formal observation/evaluation conferences are utilized to provide feedback. • Instructional coaches will observe instruction and will work collaboratively with teachers to set goals.
Initiative leader and team: Who is responsible and involved in the work?	• Principal, Supervisors, Instructional Coaches
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Time will be dedicated by administration to conduct and document classroom walk-throughs. • Time will be utilized by administrators and teachers to discuss feedback and to review information on the TPE app. • School staff will need a computer and access to the TPE application to access observation documents.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• The 2025 educator survey results for the topic of instructional feedback will show an increase from the previous year's average educators' score of 7.72 to 8.43.
Timeline: Include dates for implementation of action steps.	September, 2024-May, 2025 • Walk-throughs will be conducted by school administrators. Feedback will be shared verbally and teachers may access the TPE app. to review walk-through documents. • Feedback from formal observations will be provided during post observation conferences. • Instructional coaches and the principal will share feedback from district walk-throughs • Feedback from instructional coaches after classroom observation

Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Score: 8.43
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome..	Staff will be made aware of programs available to students to address and prevent substance abuse. ● Information on programs shared periodically through email ● Resources shared by team member/members during facility meetings ● Detail how to refer students for confidential support
Initiative leader and team: Who is responsible and involved in the work?	Principal/Service Coordinator/School Psychologist/Mental Health Counselor/School Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Time will be dedicated by administration to conduct informational leadership and facility meetings. ● Members of the initiative team will require time to prepare presentations. ● School staff will need a computer and access to an ACPS email account.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	A faculty survey will be administered at the conclusion of the school year to determine staff perception of school resources and supports to address and prevent substance use.
Timeline: Include dates for implementation of action steps.	Ongoing sharing of information throughout the school year.

Student Engagement Action Plan: *2023 MD Report Card Score out of 7 = 4.88* *Projected MD Report Card Score (2024) out of 7= 4.88*	
Primary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Bullying Score: 4.72

Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	- Guidance lessons bi-weekly 5th grade Leadership Team - Full time SSE, Officer Steve - Social groups and lunch bunches 5th grade Girls breakfast group, "Sparkles" - Second Step and Toolbox lessons taught by the school counselor - Restorative Practices - Care Circles implemented in grades 2-5 - Minute Meetings
Initiative leader and team: Who is responsible and involved in the work?	Principal, School Counselor, School Safety Employee, Officer Steve, All staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	- Time to initiate multi-tiered system of support behavior interventions - Time dedicated by administration to conduct and promote restorative practices - Second Step Curriculum - Morning/classroom meetings - Restorative practice tools - School counselor, Shelby Hutcheson - School Safety Employee, Officer Steve
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student survey comparison from previous year
Timeline: Include dates for implementation of action steps.	August, 2024- May, 2025
Secondary Area of Need State the Domain, Topic, and Score	Domain:Relationships Topic: Student-student Relationships Score: 4.94
Topic Description:	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.

Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• PBIS Boosters • Spark of the Month/Character Traits • Weekly guidance lessons utilizing the Toolbox curriculum • Social Groups
Initiative leader and team: Who is responsible and involved in the work?	• Principal, School Counselor, teachers, support staff, PBIS Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Time to initiate multi-tiered system of support behavior interventions • Toolbox/Second Step Curriculum materials • Area and time for social groups and lunch bunches • School counselor, Shelby Hutcheson • Teachers/teacher data
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Student survey comparison from previous year
Timeline: Include dates for implementation of action steps.	Quarterly Booster Activities- October 28, January 16, March 28, May 23 Monthly Character Traits Assembly

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.

PRIORITY: An opportunity identified by the team in order to achieve our vision. Flintstone's 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.*

PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.

LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION 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

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**
LAYING THE FOUNDATION			
• Create a planning schedule for collaborative planning between general and special education teachers, math and literacy coaches • Gathering BOY data	Admin, grade level teachers, math and literacy specialists, special education teacher	September 2023 and continues through progress monitoring and data meetings	• A planning schedule has been established and data collected for analysis
INSTALLING			
• Create a schedule for the instruction of teachers, reading interventionist, specialists, special educator, and instructional assistants • Analyze grade level data to establish groupings • Review strategies for embedding maximum implementation • Teams meet weekly to establish the routine	Admin, grade level teachers, math and literacy specialists, special education teacher, and	September 2023 and continues through progress monitoring and data meetings	• Plan in place for each grade level's (K-5) flexible group instruction • Data is reviewed briefly daily and each Friday during collaborative meetings to promote more in-depth accommodated instruction

	instructional assistants		
IMPLEMENTING			
- Implement co-teaching model in most classrooms - Assessing student data to maintain groupings for targeted student needs - Daily schedule for homo/heterogeneous groupings based on explicit student learning goals	grade level teachers, math and literacy specialists, special education teacher, and instructional assistants	September 2023- Ongoing	- Flexible groupings are implemented daily - Share daily assessment results in order to determine daily/weekly placements - Identify and address possible learning deficits that may require scaffolding supports
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
- After school quarterly planning between grade level teachers, special educator, and math and reading specialists to promote long range planning. - Weekly collaborative meetings and BOY-MOY-EOY ELA and Math data meetings are held to identify long and short term learning goals. - Monthly MCAP tasks, writings, progress monitoring of Dibels, and data conferences are held to hold	Admin, grade level teachers, math and literacy specialists, special education teacher, and instructional assistants Supervisors	September 2023- Ongoing	- Four quarterly plannings are held each school year - Student data conferences are practiced and continue to be refined to promote positive constructive feedback - During weekly meetings, we will continue to prepare for upcoming tasks as well as sustaining procedures in place

students accountable for collective and individual learning ● 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			

PRIORITY: #2 GRRUDL Framework			
PRACTICE: Using the GRRUDL framework to provide strategies and appropriate instructional opportunities that promote learning among all students.			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			
● District providing PD ● Sharing GRRUDL ideas with and between staff	District Admin. All staff	Aug 16, 2023 - ongoing	● Collaborate as a school and a team…SPARKS
INSTALLING			
● Focused lesson planning with intentional implementation of the GRRUDL principles ● Determine scaffolding supports needed	Classroom teachers, special education teacher	Aug 16, 2023 - ongoing	● Teachers meet at grade level daily ● Teachers meet with special educator daily and weekly for scaffolding support

IMPLEMENTING			
● Teachers select appropriate visual, verbal, and written supports to enhance student performance and understanding	Classroom teachers, special education teacher	Aug 16, 2023 -ongoing	● Teachers include the GRRUDL principles in their daily lesson plans and instruction
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
● Teachers utilize their selected supports in order to sustain their effectiveness ● Revisit High Leverage Practices during collaborative meetings ● Use the "walk through" and formal evaluation documents for teachers to sustain instructional practices	Supervisors, Admin, Classroom teachers, special education teacher	Aug 16, 2023 - ongoing	● Continue district PD ● Teacher talk about implementing ideas pertaining to the GRRUDL framework ● Providing supports prior to lessons and responsively during instruction ● Weekly collaborative meetings to discuss sustaining scaffolds

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.

For the 2023-2024 school year, Flintstone had 35 office discipline referrals. This is a decrease from the 43 office discipline referrals that occurred during the 2022-2023 school year. The 23-24 data indicates that 226/231 students or 98% of the students have 0 - 1 (ODR). One student had 6+ referrals, five students had 2-5 referrals, and 13 students had 1 referral. The continued decrease in referrals can be attributed to effective use of restorative practices by staff members. Tier I quarterly incentives promote positive behavior. Individual and small group interventions for tier ll and tier lll are organized through our guidance program. Flintstone School will continue the SRSS behavior screening for all students. The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year to determine the number of students who are at risk for challenging behaviors and for the direct purpose for better understanding of how to support students to be academically successful in school. The SRSS was given in October of 2024 and will be given in January and May of 2025.

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 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**

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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 2024-2025, students and families, community agencies, and volunteers are encouraged to participate in the following activities:

- Back to School Night on August 23, 2024
- Grandparents' Day celebrations September 18 & 25, 2024
- Veteran's Day Activities including community veterans and family members on November 11, 2024
- Parent conferences October 7, 2024 & March 3, 2024
- Spark of the Month Recognition Streamed to FB group
- Math and ELA parent activities
- Holiday celebrations and programs
- Career Day presenters using family and school community members
- Flintstone and Oldtown EMS and Fire Departments provide informative presentations to Pre-k, K, and 1st grade students each October
- Weekly volunteer opportunities as well as special events
- PTA membership
- Field Trip chaperones

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.

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.

PI Activity	Date	Contact Person
ELA Day	March 2025	Karen Snurr
Math Day	March 2025	Kate Pratt
Parent volunteers	October, 2024-May 2025	Angie Fentress

XII.   Professional Community for Teachers and Staff- Standard 7

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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
1.Articulation Meetings for Kindergarten-Grade 5 Teachers	May 2025	NA	Student groups will be formed.	Information on individual students to inform groupings and instruction.	Student groups will be in place.
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. The Teacher Clarity Playbook by Doug Fisher, Nancy Frey and Others	Monthly Team Meetings	Grade level teachers and special education teacher	Increased understanding of the complexities of purposeful planning.	Teachers will apply strategies and examples from the book for making intentional decisions to plan and deliver instruction.	Teachers will collect and analyze evidence of students' learning through formal and informal assessment.

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
3.<u>Bringing Words to Life</u> by Isabel Beck.	1/17/25 Principal Staff Development	All Staff	Utilization of multiple activities that engage students to interact with words.	Strategies to use for teaching and developing vocabulary.	Teachers will collect and analyze evidence of students' learning through formal and informal assessment.

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 a January 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.

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 professional development learning materials.

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

Name	Signature	Role
Tim Farrell		Principal
Audriana Boggs		Teacher
Angie Fentress		Teacher
Cassie Iliff		Teacher
Tina Kimmell		Teacher
Shelby Hutcheson		Guidance Counselor
Judy Helton		Instructional Assistant
Carolyn Smith		Instructional Assistant
Karen Snurr		ACPS/School Reading coach or specialist

Kate Pratt		**ACPS/school Math coach or specialist**
Jo-Nel Demay		**Reading Interventionist**
Lisa Nasser		**Parent/Family Member**
Michelle Crawford		**Parent/Family Member**
Melanie Rinker		**Other School Staff**
		Community Member