Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Flintstone Elementary   **Principal: Sharon Morgan**

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

<u>**Mission Statement**</u>

tstone Elementary School values active learning for all students through problem solving, technology infused, and engaging activities of choi
self confidence in our students by facilitating positive interactions between students, staff, and community. Our staff and parents work collal
courage students to be respectful, responsible, safe, and ready to listen and learn every day. We offer various parent involvement opportuni
effort to strengthen our community connection.

<u>**Vision**</u>

At Flintstone Elementary we strive for all of our students and staff to be compassionate, enthusiastic, and successful lifelong
learners and our community to be involved, accepted, and thriving.

<u>**Core Values**</u>
High levels of community involvement
Positive interactions within our school community
Frequent active learning opportunities
Inclusion of ALL students

Allegany County Public School
2018 – 2019 School Improvement Plan

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?
   a. The principal leads the process of data diving to obtain goals and facilitates conversations with th[...] determine areas of improvement for our school. Mrs. Morgan communicates the areas of strengt[...] needs that she observes throughout the building with staff members, so that we can improve as a[...]
2. What is the purpose of your school leadership team in the School Improvement Process?
   a. The purpose of the school leadership team is focusing on our academic progress. The leadership t[...] communicates where we are succeeding and what we need to improve upon. They provide resou[...] training to staff members for each student to achieve our stated goals.
   b. Does your school improvement team (SIT) represent your entire school community, including parents/guardians? Yes, our school improvement team is made of all the instructional staff memb[...] the building, including instructional aides, and welcomes parent input through a parent represent[...]
3. What additional opportunities exist for everyone in your school community to meaningfully participate i[...] decision-making processes?
   a. Throughout the school year multiple surveys are sent home for parents to convey their thoughts [...] we are doing as a school. These surveys are used in deciding if we should continue with certain ac[...] not continue with the activity or make changes. As a Title I school, we seek input from families reg[...] current programs, ideas/suggestions regarding what parents need school staff to do to help parer[...] their children at home and opportunities to provide input on the family/school compact as well as[...] school improvement plan.
4. What is the process for developing a shared understanding and commitment to the vision, mission, and c[...] values within the school and community?
   a. Every staff member took part in revising our vision, mission and core values this year. We brainsto[...] what our goals were for our school and community and discussed how those goals would be achie[...] mission, vision, and core values are on our home school compact that each parent, teacher, and s[...] signs.
5. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders c[...] The last review occured on August 27, 2018.

6. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch
   changing needs and situations of students? If so, why?
   a. Our mission and vision statement were changed this year. We have a more diverse community th
      have had before, which required there to be an update to our previous statements. Our new miss
      statement is more focused on the connection between home and school to create successful lear
      statement also emphasizes the need for diverse learning through problem solving because we wa
      students to become thinkers that can work collaboratively.

B. Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school
community. Positive and sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and pa
experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t
not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizatio
structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the sch
(Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as we
student learning, fulfillment, and well-being. The following examples are commonly associated with positive school

● The individual successes of teachers and students are recognized and celebrated.
● Relationships and interactions are characterized by openness, trust, respect, and appreciation.

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

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

rative or bulleted form, address your school's **climate**, **culture, and inclusive community**.

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

r communication with parents and community is key in maintaining positive relationships with the families of our students. These nships further enhance the school climate and culture we work to create.

Assignment notebooks
Facebook and School web page
Homework folders used school wide
Home school compact
Monthly Newsletters
Communication Log
Frequent use of praise notes to students and to families

s and teachers share high expectations for all students and work jointly to support the standards that are addressed at all grade leve ts and their family members attend classroom and school events and parent/community volunteers are plentiful, confirming that hd relationships are strong.

Family engagement STEAM night
Parent Conferences using a grade level standards expectation document provided by the Title I office
Math and ELA parent activities
Holiday celebrations and programs
Grandparents' Day celebrations

Career Day presenters using family and school community members

rs also work to build positive relationships with students so that they feel welcome and comfortable in their surroundings. A sense of
t and students feel emotionally safe when seeking support. Teachers and staff members know and understand the unique emotiona
dents and demonstrate care and empathy when working daily with each child. An environment of respect is obvious when entering
g in this school. Classroom dialogue promotes respect of diverse perspectives and students are encouraged to engage in activities to
ential. Teachers use specific instructional strategies that engage all students and create an inclusive atmosphere. We take pride in s
school and support one another in being co-leaders and co-learners.

PBIS program (sparklers, school rules, monthly rewards, sparkler store)
Classroom Dojo
Classroom prize boxes
Positive classroom behavior systems
Student of the Month
Praise Notes
Project Wisdom
School Opening/Pledge/Birthdays
Use of Facebook to highlight students and classroom activities
Positive phone calls/communication with families
Personal notes written on all report cards by teachers and principal

one Elementary is a vital part of three communities and is supported not only by our families but also by civic organizations, clubs an
es. Our volunteer program is vital to the success of our students and teachers. The volunteers not only assist weekly in volunteer w
o act as mentors to our students throughout the year. The culture our volunteers help create at Flintstone makes our school unique
heir contributions.

School supply drive
Shoe donation

5

Clothing donations
Holiday family baskets
Food baskets
Backpack Program
Veteran's Day
Grandparents' Day
Sparkler Store
Classroom volunteers
Oldtown VFW Teacher of the Year recognition program

, well-being, and safety is another priority at our school. Flintstone Elementary takes into consideration the safety and welfare of all
ilding. Safety drills are reviewed and practiced regularly to create a culture of preparedness in which students and staff feel confiden
g effective decisions in the event of an emergency situation. Staff members are also diligent in reminding students of our school rule
nsible, Be Respectful, Be Safe, Be Ready to Listen and Learn). This helps to keep behavior issues to a minimum and allow our student
ent that they attend a school where bullying, harassment, and intimidation will not be tolerated. The counselor and school psycholo
l parts of the school support team in working with individual students, small groups and classrooms to prevent behaviors, to addres
a follow up to behavior difficulties.

PBIS (school rules)
Pupil Service Team
School Resource Officer
Regular Safety Drills
Project Fit America

6

C. Student and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

y areas of needed improvement: is/are the issue (s) that needs ssed?	**Morale:** Flintstone staff feels that the work environment could be more positive and fun. The feel unappreciated by administration and other staff members. **Engagement:** Staff members feel that there isn't adequate time to communicate effectively the building with other staff members. They also feel discouraged to speak freely amongst s members.
ctivities: What steps will be taken er to obtain the desired ne(s).	**Morale:** Monthly activities are planned for staff members to gather together and enjoy one another's company. The Sunshine and Sparkler Awards will be given to staff members mon to boost staff morale. A teacher is nominated each year for the VFW Teacher of the Year recognition program. Staff is provided the opportunity to nominate a teacher for the ACPS Teacher of the Year award. Administration will continue to recognize staff for their contributic and personal successes by writing personal notes to staff members.Staff members are encouraged to do the same to all colleagues. **Engagement:** Collaborative meetings are scheduled weekly for grade level teams to meet v special education staff and math/reading specialist. Team meetings are held weekly with administration and math/reading specialist. A bulletin board in the faculty room has been up to include important events and updates for staff.

ve leader and team: Who is nsible and involved in the work?	The School Improvement Team, PBIS team, and administration are responsible for impleme and evaluating the programs to increase staff morale and engagement.
rces: What investments (people, ment, time, etc) will be needed to out the initiative(s) gies/activities) to achieve the d outcome(s)?	**Morale:** Staff members are responsible for planning monthly social activities for staff. Administration and PBIS team are responsible for monitoring the Sparkler and Sunshine Aw and presenting staff with awards. Staff will need to nominate colleagues for monthly awards Small mementos and certificates will be needed for awards. **Engagement:** Staff members will meet weekly during their scheduled time with specialists, administration, and special education staff to plan and communicate. Staff and committees contribute to the bulletin board in the staff lounge.
ones: What are the major events accomplishments for this?	Staff will feel more positive about the Flintstone School environment and sharing their opinio and ideas. Staff will feel more appreciated by staff administration and other staff. Educators feel more informed about instruction and student progress and needs.The mid-year survey r will provide information towards achieving the Morale and Engagement goals. End-year surv results will be used to determine if goals have been met.
mance Metrics: What will you re to gauge progress on your steps and to determine if the ied goal has been met?	School Improvement Team Leader will produce a mid-year and end-year survey for staff containing the same questions from the Engagement and Morale sections of the Employee Engagement Survey. The staff will analyze the results from the surveys and make recommendations for change as needed.

| ne: Include dates for nentation of action steps. | Monthly Social Event August 11, 2018
Collaborative Planning: August 27,2018 (weekly)
Sunshine/Sparker Awards; September 24, 2018 (monthly)
Grade Level Team Meetings: September 10, 2018 (weekly)
Staff Praise Notes from administration and other staff members(daily)
Salad days (monthly)
School Spirit Days (periodically)
VFW Teacher of the Year recognition program: Spring, 2019
ACPS Teacher of the Year recognition: Spring, 2019
Mid-year survey- February 2019
End Year Survey- June 2019 |

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	4	17	21
Itinerant staff	6		6
Paraprofessionals	4	3	7
Support Staff	1	3	4
Other	8	4	12
Total Staff	23	28	51

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	201 O D

Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100%	100%	100%	100%	1
For those not certified, list name, grade level course	0	0	0	0	
Number of years principal has been in the building	9	10	11	12	
Teacher Average Daily Attendance	95.8%	94.3%	95.5%	94.1%	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	**n/a**	**n/a**	**n/a**	**n/a**
Hawaiian/Pacific Islander	**n/a**	**n/a**	**n/a**	**<10**
African American	**n/a**	**<10**	**<10**	**<10**
White	**215**	**234**	**219**	**219**
Asian	**n/a**	**n/a**	**n/a**	**n/a**
Two or More Races	**<10**	**12**	**14**	**<10**

Allegany County Public School
2018 – 2019 School Improvement Plan

Special Education	**44**	**53**	**52**	**41**
LEP	**n/a**	**n/a**	**<10**	**<10**
Males	**125**	**118**	**129**	**109**
Females	**110**	**116**	**105**	**117**
Total Enrollment (Males + Females)	**235**	**234**	**234**	**226**
Farms (Oct 31 data)	**58.8%**	**55.36%**	**59.04%**	

C. Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability		06 Emotional Disturbance	**<10**	12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment	**<10**	13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	**<10**	14 Autism	**<10**
04 Speech/Language Impaired	15	09 Specific Learning Disability	**<10**	15 Developmental Delay	**<10**
05 Visual Impairment		10 Multiple Disabilities	**<10**		

ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	95.1%	Y+
Grade 1	95.2%	Y+
Grade 2	94.6%	N-
Grade 3	94.8%	N-
Grade 4	95.4%	Y
Grade 5	95.5%	Y

Complete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	>95%	>95%	94.9%	95.1%	.02%
Hispanic/Latino of any race	>95%	>95%	>95%	99.7%	5%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	>95%	>95%	98%	3%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a
White	>95%	>95%	94.9%	95%	.02%
Two or more races	>95%	94.2%	>95%	93.9%	-10%

Special Education	>95%	>95%	>95%	94.6%	-.04%
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	>95%	94.5%	94.7%	94.6%	

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.

   a. The biggest challenge was with the subgroup of two or more races. There was a percent change of -10%. This is part
      to the low numbers of students within the subgroup, causing the gap to appear larger when it is actually a small cha
      when looking at l numbers.

Describe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

   Students with perfect attendance are awarded with a certificate and a charm. These certificates are given out each qua
ve are going to have our PBIS incentives on ½ days if possible, hoping that students will not want to miss out on a fun acti
noted that school attendance on ½ days has numerous absences so the PBIS incentive may also serve as an attendance in
ncentives are held monthly.
   Our Pupil Services Team monitors attendance weekly. Team members make contact with families where concerns are n
ling numerous absences, tardiness and/or early dismissals. Families receive letters from the Pupil Personnel Worker requ
t conferences when attendance becomes a concern for any student. The school nurse makes contact with families regard
ces, particularly when a child has been out for 3 or more consecutive days.
   Parents are encouraged and reminded regularly to attempt to make appointments before or after school or on days sch
l to avoid children missing valuable instruction time.

HABITUAL TRUANCY
   The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is un
absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any markir

semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 t
20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

many students were identified as habitual truants?

one School had no students identified as habitually truant.

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

tinue this trend:

   *weekly monitoring of attendance by the Pupil Services Team

   *phone contacts by counselor to families regarding excessive absences/early dismissals/tardiness

   *letters to families from administration regarding absences/early dismissals/tardiness

   *recognition of students for perfect attendance quarterly

   *parent/teacher conferences to include discussion of attendance concerns

   *Parent/Family compact references good attendance as a criteria for student success

SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses
bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-20
Represent as + or - based on increase or decrease of data.

Table 9

SUSPENSIONS				
	All Students			
Subgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
Total Referrals	<u><10</u>	<u><10</u>	<u><10</u>	0
All Suspensions	<u><10</u>	<u><10</u>	<u><10</u>	0
In School	<u><10</u>	<u><10</u>	<u><10</u>	0
Out of School	<u><10</u>	<u><10</u>	<u><10</u>	0
Sexual Harassment Offenses	<u><10</u>	<u><10</u>	<u><10</u>	0
Harassment/Bullying Offenses	<u><10</u>	<u><10</u>	<u><10</u>	0

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that nu
applicable.

cated in above chart, incidents at Flintstone are very few. We continue to work with students on a daily basis when a concern is l
tention. We also utilize the expertise of the administration, school counselor, our school psychologist, the county behavior specia
s, as warranted. Our continued emphasis on positive behaviors as well as use of designated staff members to react in a proactive
elped us to keep these numbers so low. We also work and communicate frequently with families when a concern arises to addre
m before it becomes a larger issue. The Learning Assistance Program (LAP) has been an effective program for our students in help
ts have behavior support when needed. Our school also benefits from the partnership with the Allegany County Health Departm
e counseling services to students. This year, in an effort to assist students having difficulties in unstructured areas such as the caf
l lunch times have been provided in a small group setting with an adult present to provide a more quiet area to eat and have pers

rsations. This has been quite successful during the first quarter of the year in helping many students reduce behavior referrals as v
more pleasant lunch time experience.

IS team continues to promote the use of sparklers to recognize efforts of students in following the established 4 rules. These spa
"purchase" items in the school store monthly. Parent volunteers come in one day each month to open the store and allow child
s a reward for their behaviors. Monthly celebrations are conducted to recognize students without referrals during the month. The
les include special crafts, dances, photo booths, etc. Teachers also select Students of the Month to recognize a child in their classr
istrates various character traits. These students receive a certificate, a dog tag, as well as recognition on a main bulletin board an
ed on the school's Facebook page.

EARLY LEARNING
   A. Complete the chart with KRA results.

0				
garten Readiness Assessment				
	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**

	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Perce Demonst
ge & Literature	37	35.1%	34	38.2%	30	43.3%	31	0%
matics	37	37.8%	34	35.3%	30	40%	31	45%
Foundations	37	18.9%	34	38.2%	30	40%	31	39%
al Development	37	21.6%	34	50%	30	60%	31	0%

B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from 2019. Indicate the percent as a gain (+) or a loss (-).

l1

osite Score Results

	2015-2016	2016-2017	2017-2018	2018-2019	

	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in %
strated	9	24.3%	9	26.5%	12	40%	6	19%	52% -
aching	16	43.2%	17	50%	11	36.7%	15	48%	-31% +
ing	12	32.4%	8	23.5%	7	23.3%	10	32%	-37% +

Based on the examination of the 2018-2019 R4K Kindergarten Readiness Assessment Data:

 Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of stude
begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Re
Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps t
the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have be
effective.

Of the 31 children tested with the KRA, only 16 of those students attended school in the Pre-K program last year. Prior C
information notes that the 15 children not in the Pre-K program at Flintstone School were in private Pre-K/day care (13
for at home or by a family member (31%), or enrolled in Head Start (2%).

KRA overall score	# of children enrolled in PreK	# of children cared for at home or by family	# of children enrolled private Pre-K/ day car Start
Demonstrating Readiness	5		1

19

Approaching Readiness	8	3	4
Emerging Readiness	4	6	

The numbers indicate that children who are able to participate in a formal Pre-K program do enter kindergarten with sk
are needed for a successful start to his/her school career.

Best practices in place to help early learners experience success include:

- Universal Design for Learning principles
- Various instructional groups to help students have multiple opportunities to demonstrate learning
- Frequent monitoring of student progress and adjustments made in instruction to address needs
- Formal reading intervention programs for identified students
- Consultation with support personnel such as speech therapist, occupational therapists, physical therapists, beha
  specialists for teachers to learn strategies to implement in the classrooms

be how the school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Special Edu
ool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "demonstrating
ess".

Parents receive information from the Judy Center and Infants and Toddlers program regularly to share information abou
learning ideas for helping children at home as well as programs that are offered in the county in which parents may part
The monthly school newsletter features early learning articles to provide parents with activities that can be done at hor
continue learning opportunities.

Due to our school location and daily schedule, it is not possible for 4 year old children to enroll in Head Start and Pre-K a
Flintstone. It is noted that few families in the Flintstone district enroll children in Head Start due to the travel distance fo
youngsters to go each day to a Head Start Center. Also, due to location and travel time, many parents do not have the
opportunity to enroll children in our Pre-K program as transportation is only provided one way. It is not feasible for mar
to find someone to travel from Oldtown, Little Orleans and outlying areas to pick up their children at the end of the mor
session. Our school would be an ideal site for an all day Pre-K pilot program to not only ease the transportation burden
parents, but to provide more educational and related services to our youngest learners.

ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to
Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation c

21

objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany
are required to do the same.

A. **ENGLISH LANGUAGE ARTS**

1. **Reading/ELA Data Overview**

   Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
   Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
   Reading – Proficiency Data (Elementary, Middle and High Schools)
   Complete data charts using 2015, 2016, 2017, 2018 Data Results.

a	2015							2016							2017							201				
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev	
; or 10		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
ts	32	12	38	<u><10</u>	31	<u><10</u>	31	42	16	38	<u><10</u>	21	17	40	45	11	24	<u><10</u>	22	24	53	37	12	32	<u><10</u>	2
Indian or tive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	<u>**<10**</u>	n/a	n/a	n/a	n/a	<u><10</u>	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
frican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<u><10</u>	<u><10</u>	100	n/a	n
Latino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<u>**<10**</u>	<u><10</u>	100	n/a	n/a	n/a	n/a	<u>**<10**</u>	n/a	n/a	n/a	n/a	<u><10</u>	100	n/a	n/a	n/a	n/a	n

Allegany County Public School
2018 – 2019 School Improvement Plan

waiian or fic Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	31	12	39	<10	32	<10	28	38	12	32	<10	24	17	45	43	11	26	<10	23	22	51	34	<10	26	<10	2
ore races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	n/a	n/a	n/a	n/a	<10	n/a	n/a	n/a	n/a	<10	100	<10	<10	100	n/a	n
lucation	<10	<10	71	<10	14	<10	14	11	<10	91	n/a	n/a	<10	9	<10	<10	45	<10	9	<10	45	11	7	64	<10	18
nglish (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
uced RMS)	17	<10	65	<10	24	<10	11	20	<10	40	<10	20	<10	40	33	<10	27	<10	21	17	52	19	11	58	<10	2
	15	<10	53	<10	27	<10	20	19	<10	16	<10	16	13	68	21	<10	19	<10	29	11	52	19	<10	21	<10	2
	17	<10	24	<10	35	<10	41	23	13	57	<10	26	<10	17	24	<10	29	<10	17	13	54	18	<10	44	<10	3

	2015						2016						2017						2018		
	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2	Lev
7		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	...

s	33	≤10	15	11	33	17	52	33	13	39	≤10	24	12	35	44	16	36	12	16	≤10	36	41	≤10	17	12	2
ndian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
ican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	n/a	n/a	≤10 100		n/a	n/a	n/a	n/a	n/a	n/a	n
tino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	n/a	n/a	≤10 100		n/a	n/a	<10	n/a	n/a	n/a	n
aiian or ic Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	32	≤10	16	≤10	31	17	53	31	11	35	≤10	26	12	39	38	13	34	≤10	24	16	42	39	≤10	18	12	3
e races	≤10	n/a	n/a	≤10	100	n/a	n/a	≤10	110	100	n/a	n/a	n/a	n/a	≤10	≤10	75	≤10	25	n/a	n/a	<10	n/a	n/a	n/a	n
cation	≤10	20	50	≤10	25	≤10	25	≤10	≤10	75	≤10	25	n/a	n/a	12	≤10	75	≤10	25	n/a	n/a	<10	<10	56	<10	3
lish .EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
ed Meals	19	≤10	11	≤10	32	11	58	18	≤10	56	≤10	28	≤10	17	21	≤10	43	≤10	38	≤10	19	29	≤10	21	≤10	2
	21	≤10	10	≤10	33	12	57	14	≤10	36	≤10	36	≤10	29	19	≤10	16	≤10	26	11	58	19	≤10	11	≤10	2
	12	≤10	25	≤10	33	≤10	42	19	≤10	42	≤10	16	≤10	42	25	13	52	≤10	28	≤10	20	22	≤10	23	≤10	3

Allegany County Public School
2018 – 2019 School Improvement Plan

	2015 Total #	2015 Lvl 1 or 2 #	2015 Lvl 1 or 2 %	2015 Lvl 3 #	2015 Lvl 3 %	2015 Lvl 4 or 5 #	2015 Lvl 4 or 5 %	2016 Total #	2016 Lvl 1 or 2 #	2016 Lvl 1 or 2 %	2016 Lvl 3 #	2016 Lvl 3 %	2016 Lvl 4 or 5 #	2016 Lvl 4 or 5 %	2017 Total #	2017 Lvl 1 or 2 #	2017 Lvl 1 or 2 %	2017 Lvl 3 #	2017 Lvl 3 %	2017 Lvl 4 or 5 #	2017 Lvl 4 or 5 %	2018 Total #	2018 Lvl 1 or 2 #	2018 Lvl 1 or 2 %	2018 Lvl ... #	2018 Lvl ... %
:s	33	12	36	11	33	$\leq$10	30	30	4$\leq$10	13	$\leq$10	20	20	67	35	15	43	$\leq$10	23	12	34	41	16	39	$\leq$10	2
ndian or ive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
rican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
atino of	$\leq$10	n/a	n/a	n/a	n/a	$\leq$10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	$\leq$10	$\leq$10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
aiian or c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	30	$\leq$10	33	11	37	$\leq$10	30	30	$\leq$10	13	$\leq$10	20	20	67	33	13	39	$\leq$10	24	12	36	37	12	32	$\leq$10	24
re races	$\leq$10	$\leq$10	100	n/A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	$\leq$10	$\leq$10	100	n/a	n/a	n/a	n/a	<10	<10	100	n/a	n/a
ıcation	$\leq$10	$\leq$10	50	$\leq$10	38	$\leq$10	13	$\leq$10	$\leq$10	100	n/a	n/a	n/a	n/a	$\leq$10	$\leq$10	89	$\leq$10	11	n/a	n/a	<10	<10	100	n/a	n/a

25

glish (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
ced Meals	20	≤10	50	≤10	30	≤10	20	16	≤10	13	≤10	25	≤10	63	21	11	52	≤10	29	≤10	19	20	11	55	≤10	2
	17	≤10	29	≤10	24	≤10	47	20	≤10	15	≤10	10	15	75	16	≤10	38	≤10	38	≤10	25	15	≤10	13	≤10	1
	16	≤10	44	≤10	44	≤10	13	**≤10**	≤10	10	≤10	40	≤10	50	19	≤10	47	≤10	11	≤10	42	26	14	54	≤10	2

2. **Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas.**
   Include FARMS, SE and other selected focus subgroups in your analysis.

a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so
   the goal be sustained?

   The identified goal of 70% of IEP students in grades 3, 4, and 5 increasing at least one performance level on
   during the 2017-18 testing year was not met.

Describe the gains made in focus areas.
The number of 4th grade IEP students at the proficient and approaching levels increased. The proficient percentage
from 0% to 11.1% and the approaching percentage improved from 25% to 33.3%.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
   - Flex groups
   - Use of GRR Model
   - ConnectEd

b. Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
1. **Grade 3 FARMS and IEP-** Students need additional practice identifying main idea of a text and supporting details
2. **Grade 4 FARMS and IEP-** Students have limited experience providing a summary of text including main supporting details.
3. **Grade 5 FARMS and IEP-** Students do not have enough practice and exposure with determining main ideas of a supporting details and producing a summary of the text.
4. **Grade 3,4, and 5 males** - Male students need additional practice identifying main idea of a text with supporting

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
- ○ Grade 3: RI.2
- ○ Grade 4: RI.2
- ○ Grade 5: RI.2

Implement data from the DMRS in the Goal Planning Process.
Use the ACPS Goal Planning Process

DE 3 FARMS/IEP

ISSUE AND DATA	There is a gap between FARMS and non-FARMS on the PARCC. 20% of FARMS achieved a 4 or 5 on the PARCC while 60% of non-FARMS achieved a 4 or 5 on PARCC. This is a gap of 40%.There is a gap between IEP and non-IEP students on PARCC. 18.2% of IEP students scored a 4 or 5. 50% of non-IEP students scored a 4 or 5 on PARCC. This presents a gap of 50%.
IDENTIFIED GOAL	The goal is to close the achievement gap between FARMS and non-FARMS student and IEP and non-IEP students.
ANALYSIS AND BARRIERS TO ATTAINMENT	According to the analysis, students need more exposure to main idea and detail questions with a focus on informational text. Teachers need a bigger availability of PARCC like questions to ask students pertaining to main idea

	and detail. Students need to have more practice answering multi step questions.
STEPS AND STRATEGIES	Teachers will work with Jayme Rollins (ELA specialist) to develop PARCC like questions. Teachers will model how to answer multi step main idea and detail questions. Students will use the questions developed by teachers to have more practice answering multi-step prompts.
RESOURCES	Use of Raz kids, Treasures text dependent questions, News ELA, Readworks, The Reading and Writing Strategies Book by Jennifer Serravallo, Jayme Golliday - ELA specialist, resources from Perfection Learning (NGSS aligned leveled readers), Scholastic News Non-fiction readers
IMPLEMENTATION, DATES, AND MONITORING	Raz kids - weekly Text dependent question - weekly Reading Benchmarks - quarterly Reading Inventory- quarterly
EVALUATION	

GRADE 4 FARMS/IEP

ISSUE AND DATA	There is not a gap between FARMS and non-FARMS on the PARCC. There is a gap between IEP and non-IEP students on the PARCC. 11.1% of IEP students achieved a 4 or 5 on the PARCC while 65.6% of non-IEP students achieved a 4 or 5 on PARCC. This is a gap of 54.5%.
IDENTIFIED GOAL	The goal is to maintain the performance of Farms and non-FARMS and

	increase the number of IEP students scoring a 4 or above.
ANALYSIS AND BARRIERS TO ATTAINMENT	According to the analysis, there is not a significant gap between Farms and non-FARMS, however there is a significant gap between IEP and non-IEP. IEP students need to read more informational text and identifying the main idea and supporting details. Many of the IEP students are reading less complex text on their level and are not accustomed to the difficult text and questions on the PARCC assessment.
STEPS AND STRATEGIES	Teachers will work with Jayme Rollins (ELA specialist) to develop PARCC like questions. Teachers will model how to answer multi step main idea and detail questions. Students will use the questions developed by teachers to have more practice answering multi-step prompts.
RESOURCES	Use of Raz kids, Readworks, News ELA, Scholastic News, Drop Everything and Read (DEAR)
IMPLEMENTATION, DATES, AND MONITORING	Raz kids - weekly Text dependent question - weekly Reading Benchmarks - quarterly Reading Inventory- quarterly
EVALUATION	

GRADE 5 FARMS/IEP

Allegany County Public School
2018 – 2019 School Improvement Plan

ISSUE AND DATA	There is a gap between FARMS and non-FARMS on the PARCC. 25% of FARMS achieved a 4 or 5 on the PARCC while 52% of non-FARMS achieved a 4 or 5 on PARCC. This is a gap on 27%. There is a gap between IEP and non-IEP students. 0% of IEP students achieved a 4 0r 5 on PARCC while 50% of non-IEP students scored a 4 or 5. This is a gap of 50%
IDENTIFIED GOAL	The goal is to increase the number of FARMS and IEP students achieving a 4 or above on the PARCC assessment.
ANALYSIS AND BARRIERS TO ATTAINMENT	According to the analysis, students need practice and exposure with determining main ideas of a text, with supporting details and producing a summary of the text.Teachers need a bigger availability of PARCC like questions to ask students pertaining to main idea and detail. Students need to have more practice summarizing with details using informational text.
STEPS AND STRATEGIES	Teachers will work with Jayme Rollins (ELA specialist) to develop PARCC like questions. Teachers will model how to answer multi step main idea and detail questions. Students will use the questions developed by teachers to have more practice answering multi-step prompts.
RESOURCES	Use of Raz kids, Readworks, News ELA, Scholastic News, Jayme Golliday - ELA specialist, resources from Perfection Learning (NGSS aligned leveled readers), Scholastic News Non-fiction readers
IMPLEMENTATION, DATES, AND MONITORING	Raz kids - weekly Text dependent question - weekly Reading Benchmarks - quarterly Reading Inventory- quarterly
EVALUATION	

GRADE 3,4,5 Male

ISSUE AND DATA	There is a gap between female and male students on the PARCC. 57.9% of female 3rd graders performed at a 4 or above while 22.3% of male 3rd grades performed at a 4 or above. The gap is 35.6%. 68.4% of female 4th graders performed at a 4 or above while 40.9% of male 4th graders performed at a 4 or above. The gap is 27.5%. 73.3% of female 5th graders performed at a 4 or above while 19.2% of male 5th graders performed at a 4 or above. The gap is 54.1%. The average gap between 3rd, 4th, and 5th female and male students is 39.1%
IDENTIFIED GOAL	The goal is for the gap between female and male students on PARCC.
ANALYSIS AND BARRIERS TO ATTAINMENT	According to the analysis, male students need more experience providing a summary of text including main idea and supporting details. Teachers need a bigger availability of PARCC like questions to ask students pertaining to main idea and detail. Students need to have more practice summarizing informational text.
STEPS AND STRATEGIES	Teachers will target male students during writing instruction. Teachers will provide male students with text passages that interest them. Teachers will work with Jayme Rollins to create more PARCC like questions pertaining to main idea and detail. Male students will get more practice in small group setting to summarize informational text. Teachers will have one-on-one writing conferences with students.
RESOURCES	Use of Raz kids, Readworks, News ELA, Scholastic News, Jayme Golliday - ELA specialist, resources from Perfection Learning (NGSS aligned leveled readers), Scholastic News Non-fiction readers

IMPLEMENTATION, DATES, AND MONITORING	Raz kids - weekly Text dependent question - weekly Reading Benchmarks - quarterly Reading Inventory- quarterly
EVALUATION	

c. **To Be Completed when 2019 PARCC data is available**

● Based on the implementation outcome (s), has the identified goal been reached?
● If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for ELA.**
   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie
   last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strate
   each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin
   provide positive academic outcomes for all students.

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: oviding the learner rious ways of acquiring formation and knowledge.	Modeling how to answer questions Read a variety of text for different interests Post content, language, vocabulary and social purpose ConnectEd ALL classrooms
eans for Expressions:	**Expression/Action- This is how the student will demonstrate their knowledge.**

oviding the learner ternatives for monstrating their owledge and skills (what ey know).	Writing written responses using different organizers and media Writing using a rubric Constructing models GRR model
eans for Engagement: *o into learners interests, allenge them propriately, and motivate em to learn.*	**Multiple Options for Engagement** Raz kids Cooperative learning GRR model

B. MATHEMATICS

1. **Math Data Overview**

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015							2016							2017							201!				
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev	
or		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
ts	32	13	40	<10	31	<10	28	42	18	43	11	26	13	31	45	13	31	16	36	15	33	37	<10	27	<10	2

34

...ndian or ...ive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n...
	≤10	n/a	n/a	n/a	n/a	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n...
...frican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n...
...atino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	100	n/a	n/a	n/a	n/a	n...
...aiian or ...c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n...
	31	13	42	≤10	32	≤10	26	38	14	37	11	29	13	34	43	13	33	16	37	13	30	34	≤10	26	≤10	24
...re races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	100	≤10	n/a	n/a	≤10	10...
...ucation	≤10	≤10	57	≤10	29	≤10	14	11	≤10	91			≤10	9	11	≤10	55	≤10	18	≤10	27	11	≤10	36	≤10	4...
...glish ...(LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n...
...ced ...RMS)	17	12	71	≤10	24	≤10	5	20	≤10	45	≤10	30	≤10	25	33	11	33	11	33	11	33	18	≤10	17	≤10	2...
	15	≤10	47	≤10	40	≤10	13	19	≤10	16	≤10	32	≤10	53	21	≤10	19	≤10	43	≤10	38	19	≤10	26	≤10	2...
	17	≤10	35	≤10	24	≤10	41	23	15	65	≤10	22	≤10	13	24	≤10	42	≤10	29	≤10	29	18	≤10	28	≤10	2...

Allegany County Public School
2018 – 2019 School Improvement Plan

	2015							2016							2017							2018				
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Lev	
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	
	33	<10	24	11	33	14	42	33	17	52	<10	27	<10	21	44	25	57	13	30	<10	14	41	15	37	16	3
dian or e	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
can	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
tino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	n/a	n/a	<10	100	n/a	n/a	<10	<10	100	n/a	n/a	n/a	n/a	<10	n/a	n/a	<10	1
aiian or Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	32	<10	22	11	34	14	44	31	16	52	<10	26	<10	23	38	19	50	13	39	<10	16	39	15	38	15	3
e races	<10	<10	100	n/a	n/a	n/a	n/a	<10	<10	100	n/a	n/a	n/a	n/a	<10	<10	100	n/a	n/a	n/a	n/a	<10	n/a	n/a	<10	1

...ation	**<10**	<10	75	<10	25	n/a	n/a	**<10**	<10	88	<10	12	n/a	n/a	12	11	92	<10	8	n/a	n/a	**<10**	<10	56	<10	33
...ish (EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
...ed Meals	19	<10	21	<10	32	<10	47	18	14	78	<10	17	<10	5	21	12	57	<10	33	<10	10	29	11	38	12
	21	<10	29	<10	24	<10	48	14	<10	64	<10	36			19	<10	37	<10	42	<10	29	19	<10	26	<10
	12	<10	17	<10	60	<10	33	19	<10	42	<10	21	<10	37	25	18	72	<10	20	<10	8	22	<10	45	<10

	2015						2016						2017						2018
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev
...3		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
...s	33	17	52	13	39	<10	39	30	<10	17	<10	33	15	50	35	18	51	13	37	<10	11	41	21	51	12
...dian or ...ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
...ican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

tino of	<10	n/a	n/a	n/a	n/a	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	n/a	n/a	<10	100	n/a	n/a	n/a	n/a	n/a	n/a
aiian or ic Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	30	15	50	13	43	<10	7	30	<10	17	<10	33	15	50	33	17	52	12	36	<10	12	37	17	46	12
e races	<10	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	n/a	n/a	n/a	n/a	<10	<10	100	n/a
cation	<10	<10	63	<10	37	n/a	n/a	<10	<10	100	n/a	n/a	n/a	n/a	<10	<10	89	<10	11	n/a	n/a	<10	<10	78	<10
lish .EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ed Meals	20	14	70	<10	25	<10	5	16	<10	13	<10	38	<10	50	21	14	67	<10	33	n/a	n/a	20	15	75	<10
	17	<10	53	17	24	<10	6	20	<10	15	<10	40	<10	45	16	<10	63	<10	37	n/a	n/a	15	<10	20	<10
	16	<10	50	<10	38	<10	12	10	<10	20	<10	20	<10	60	19	<10	42	<10	37	<10	21	26	18	69	<10

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

38

Allegany County Public School
2018 – 2019 School Improvement Plan

Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

Were the identified goal(s) met? If so, how will the goal be sustained?
- The goal 70% of FARM students in grades 4 & 5 will increase at least one performance level on PARCC Math during th testing year has not been met.

Describe the gains made in focus areas.
- Students had more opportunities to practice math skills using the Imagine Math program
- The number of IEP students in grades 3 (27.3%),4 (25%),and 5 (11.1%) at the approaching performance level inc

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
- Flexible Grouping
- Using math manipulatives
- Teaching problem solving strategies
- Imagine math aligned pathways

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
1. **Grade 3 Farms**- Not all FARMS students have lessons on Imagine Math that meet their math needs (primary leve
2. **Grade 3 IEP** - IEP students do not have the skills to solve multi-step problems
3. **Grade 4 Farms** - FARMS students are given limited opportunities to use models to assist with reasoning
4. **Grade 4 IEP -** IEP students are given limited opportunities to use models to assist with reasoning
5. **Grade 5 Farms**- FARMS students are given limited opportunities to use models to assist with reasoning
6. **Grade 5 IEP** - IEP students are not receiving adequate teacher directed small group instruction
7. **Grade 3, 4, 5 meeting proficient on PARCC** - Students are not using math strategies consistently across grade lev

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
      Grade 3: NBT.A.1,NBT.A.2, NBT.A.3, OGL Modeling and Reasoning
      Grade 4: NBT.A.1, NBT.B.4, NBT.B.5, NBT.B.6, OGL Modeling and Reasoning

Grade 5: NBT.A.1, NBT.A.2, NBT.A.3, NBT.B.5, OGL Modeling and Reasoning
Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process
Please include the following:

GRADE 3 FARMS

ISSUE AND DATA	There is a gap between FARMS and non-FARMS on the PARCC. 31.6% of FARMS achieved a 4 or 5 on the PARCC while 61.1% of non-FARMS achieved a 4 or 5 on PARCC. This is a gap of 29.5%.
IDENTIFIED GOAL	The goal is to increase the number of FARMS students achieving a 4 or above on the PARCC assessment.
ANALYSIS AND BARRIERS TO ATTAINMENT	According to the data, students need a more individualized path on Imagine Math. This will lead to students building the necessary skills for problem solving.

Students need to journal their modeling and reasoning when solving math |

	problems.
STEPS AND STRATEGIES	Teachers will provide students with notebooks to help show their modeling and reasoning when solving math problems. Mandy Schall will continue work with teacher on Imagine Math to ensure each student is on the correct pathway. Students will complete one entry in their notebook each week. The entry will show their modeling and reasoning for a word problem on Imagine Math. Teachers will model whole group what an entry should look like.
RESOURCES	Materials to teach strategies and interactive math notebooks with multi-step modeling and reasoning problems. Mandy Schall - math specialist
IMPLEMENTATION, DATES, AND MONITORING	Imagine Math - 3 days a week Math journal for problem solving and modeling and reasoning - 3 days a week
EVALUATION	

GRADE 3 IEP

ISSUE AND DATA	There is a gap between IEP students and non-IEP students on the PARCC. 18.2% of IEP students achieved a 4 or 5 on the PARCC while 42.3% of non-IEP students achieved a 4 or 5 on PARCC. This is a gap on 39.5%.

Allegany County Public School
2018 – 2019 School Improvement Plan

IDENTIFIED GOAL	The goal is to close the achievement gap between IEP and non-IEP students on the PARCC assessment.
ANALYSIS AND BARRIERS TO ATTAINMENT	According to the data, students need more opportunities to solve multi-step word problems to lead to understanding and accuracy.
STEPS AND STRATEGIES	Teachers will among grade levels will work together to use the same vocabulary and solve multi-step words problems the same in each grade. Teachers will model for students how to solve a multi-step problem. Students in grades k-2 will be using formative instructional and assessment tasks that are aligned with PARCC. Students will be given many opportunities to use manipulatives to help solve problems.
RESOURCES	Math interactive notebooks and journaling responses to show modeling and reasoning when using Imagine Math. Materials for multi-step word problems. Mandy Schall - math specialist
IMPLEMENTATION, DATES, AND MONITORING	Imagine Math - 3 days a week Math journal for problem solving and modeling and reasoning - 3 days a week
EVALUATION	

GRADE 4 FARMS

ISSUE AND DATA	There is a gap between FARMS and non-FARMS on the PARCC. 20.7% of FARMS achieved a 4 or 5 on the PARCC while 33.3% of non-FARMS achieved a 4 or 5 on PARCC. This is a gap of 12.6%.
IDENTIFIED GOAL	The goal is to increase the number of FARMS achieving a 4 or above on the PARCC assessment.
ANALYSIS AND BARRIERS TO ATTAINMENT	Teachers need the knowledge on how to effectively use a variety of manipulatives to allow students to better model and reason when solving multi-step word problems.
STEPS AND STRATEGIES	Teachers will among grade levels will work together to use the same vocabulary and solve multi-step words problems the same in each grade. Teachers will model for students how to solve a multi-step problem. Students in grades k-2 will be using formative instructional and assessment tasks that are aligned with PARCC. Students will be given many opportunities to use manipulatives to help solve problems.
RESOURCES	Materials to teach strategies and interactive math notebooks with multi-step modeling and reasoning problems. Manipulatives for modeling. Mandy Schall - math specialist
IMPLEMENTATION, DATES, AND MONITORING	Imagine Math - 3 days a week Math journal for problem solving and modeling and reasoning - 3 days a week
EVALUATION	

GRADE 4 IEP

ISSUE AND DATA	There is a gap between IEP students and non-IEP students on the PARCC. 11.1% of IEP students achieved a 4 or 5 on the PARCC while 28.1% of non-IEP students achieved a 4 or 5 on PARCC. This is a gap on 17%.
IDENTIFIED GOAL	The goal is to increase the number of IEP students receiving a 4 or above on the PARCC assessment.
ANALYSIS AND BARRIERS TO ATTAINMENT	Teachers need the knowledge on how to effectively use a variety of manipulatives to allow students to better model and reason when solving multi-step word problems.
STEPS AND STRATEGIES	Teachers will among grade levels will work together to use the same vocabulary and solve multi-step words problems the same in each grade. Teachers will model for students how to solve a multi-step problem. Students in grades k-2 will be using formative instructional and assessment tasks that are aligned with PARCC. Students will be given many opportunities to use manipulatives to help solve problems.
RESOURCES	Materials to teach strategies and interactive math notebooks with multi-step modeling and reasoning problems. Manipulatives for modeling. Mandy Schall- math specialist

IMPLEMENTATION, DATES, AND MONITORING	Imagine Math - 3 days a week Math journal for problem solving and modeling and reasoning - 3 days a week
EVALUATION	

GRADE 5 FARMS

ISSUE AND DATA	There is a gap between FARMS and non-FARMS on the PARCC. 10% of FARMS achieved a 4 or 5 on the PARCC while 28.6% of non-FARMS achieved a 4 or 5 on PARCC. This is a gap on 18.6%
IDENTIFIED GOAL	The goal is to increase the number of FARMS receiving a 4 or above on the PARCC assessment.
ANALYSIS AND BARRIERS TO ATTAINMENT	Teachers need the knowledge on how to effectively use a variety of manipulatives to allow students to better model and reason when solving multi-step word problems
STEPS AND STRATEGIES	Teachers will among grade levels will work together to use the same vocabulary and solve multi-step words problems the same in each grade. Teachers will model for students how to solve a multi-step problem.

	Students in grades k-2 will be using formative instructional and assessment tasks that are aligned with PARCC. Students will be given many opportunities to use manipulatives to help solve problems.
RESOURCES	Materials to teach strategies and interactive math notebooks with multi-step modeling and reasoning problems. Manipulatives for modeling. Mandy Schall- math specialist
IMPLEMENTATION, DATES, AND MONITORING	Imagine Math - 3 days a week Math journal for problem solving and modeling and reasoning - 3 days a week
EVALUATION	

GRADE 5 IEP

ISSUE AND DATA	There is a gap between IEP students and non-IEP students on the PARCC. 0% of IEP students achieved a 4 or 5 on the PARCC while 25% of non-IEP students achieved a 4 or 5 on PARCC. This is a gap on 25%.
IDENTIFIED GOAL	The goal is for the gap between IEP and non-IEP students to decrease.

ANALYSIS AND BARRIERS TO ATTAINMENT	Teachers need to strategically and collaboratively plan and allot time for whole group and small group math instruction.
STEPS AND STRATEGIES	Teachers will collaboratively plan with the other grade level teacher, special educator, and math specialist. Teachers will plan to incorporate both whole group and small group instruction into their week. Students will be grouped heterogeneously and homogeneously. The special education teacher will co-teach with the regular education teacher.
RESOURCES	Planning materials, such as graphic organizers. Books on planning and using time effectively, Mandy Schall- math specialist
IMPLEMENTATION, DATES, AND MONITORING	Imagine Math - 3 days a week Math journal for problem solving and modeling and reasoning - 3 days a week
EVALUATION	

47

GRADE 3, 4, 5 MEETING PROFICIENT

ISSUE AND DATA	There is a gap between the number of 3rd, 4th, and 5th graders performing at a proficient level. 45.9% of third graders received a proficient score. 24% of 4th graders received a proficient score. 19.5% of 5th graders received a proficient score. Between 3rd and 5th grade, there is a 26.4% gap.
IDENTIFIED GOAL	The goal is to close the gap between 3rd, 4th and 5th grade students scoring proficient.
ANALYSIS AND BARRIERS TO ATTAINMENT	Grade levels need to communicate on what they are finding successful for that group of students. Continuity needs to happen from grade level to grade level. Time needs to be allotted for the teachers to communicate, especially at the end of the school year to plan for the following year.
STEPS AND STRATEGIES	A Google drive will be created for teachers to share math vocabulary and strategies with each other. This will start with 5th grade and we will work our way down through the grade levels to keep what we are teaching students in math consistent. Teachers will have the opportunity to tour each others classrooms to see what is being found effective. Articulation meetings at the end of the school year will go more in depth about how the students are successful in math so the teacher the following year can use similar strategies.
RESOURCES	Planning materials and books on how to successful transfer students through grades, Mandy Schall- math specialist
IMPLEMENTATION, DATES, AND MONITORING	Imagine Math - 3 days a week Math journal for problem solving and modeling and reasoning - 3 days a week

EVALUATION	

To Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for MATH.**

    How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie[s] last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat[egies] each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin[g] provide positive academic outcomes for all students.

able 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**
eans of Representation: *oviding the learner* *rious ways of acquiring* *formation and knowledge.*	Model problem solving strategies Show how to model and reason with multi step problems Posting content, language, social purpose, and vocabulary Imagine Math Math Talks
eans for Expressions: *oviding the learner* *ternatives for* *monstrating their* *owledge and skills (what*	**Expression/Action- How the students demonstrates their knowledge.** Use manipulatives Exit tickets, spiral reviews, and assessments Monthly PARCC like tasks

ey know).	ALL classrooms GRR model
eans for Engagement: *p into learners interests,* *allenge them* *propriately, and motivate* *em to learn.*	**Multiple Options for Engagement** Flex grouping Manipulatives Cooperative Learning GRR model ALL classrooms

Administrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba evidence (See SLO rubric)

    A. Principal SLO 1

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

    Students in grades 3-5 will work toward mastery of the mathematics standards at their grade levels using the Ma e and Career Readiness Standards as measured by progress using the Imagine Math program.

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

Research from the Imagine Learning company shows a direct correlation of success in Imagine Math being linked ss on PARCC. Flintstone students in grades 4 and 5 did not perform to expected (satisfactory) levels on PARCC during 201 fore, it was determined by staff at the school to focus on the work done in Imagine Math at school and at home, with mo asis on incorporating regular times for students to work with the program during math instructional periods/enrichment nts will continue to receive the required amount of instructional time in math.

Data from last year indicate:

Of the 28 grade 3 students showing 100 + point growth in IM, only 12 scored a 4 or 5 on PARCC

Of the 29 grade 4 students showing 100+ point growth in IM, only 9 scored a 4 or 5 on PARCC

Of the 29 grade 5 students showing 100+ point growth in IM, only 8 scored a 4 or 5 on PARCC.

Students in grades 3-5 were given the pretest for the Imagine Math program. Scores provided by this program ir understanding of the concepts to be presented during the school year. Students have grade level pathway that is used at school and during Morning Math Club. They also have a pathway that is designed just for each child to address where program indicated general weakness of lack of understanding of concepts. This can by accessed at home, during compu time and with the inclusion teachers when indicated. Currently, our FARMS data indicates grade 3- 53% FARMS, grade 4 FARMS and grade 5 - 72.5% FARMS.

3.   How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

With a large gap in performance between FARMS and Non-FARMS students as well as learning gaps between IE P students, there is a need for students to have multiple opportunities to practice/reinforce math skills through best inst ces, flex group work and additional time using the Imagine Math program. FARMS and IEP students require additional pr ated skills as well as "spiraling opportunities" for reinforcement through the use of the individual pathways in Imagine M on the computers at school to work in the grade level pathways as access to the program is not possible for many of our s ne due to lack of internet service.

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

51

Teachers will note in planbooks times scheduled deliberately for students to work in the Imagine Math program
y. Students will also have the opportunity to participate in the Morning Math Club each Monday, Tuesday and Wednesda
art of the school day. Attendance will be monitored in this program. The county math specialist will run monthly reports
ess at each of the 3 grade levels and conduct data meetings monthly with the grade level teachers as well as with inclusio
ers. All students are expected to meet the growth target of gaining 100+ points during the year as determined by the pre
g to be completed at all grades. Students achieving grade level on the pretest will be expected to at least maintain grade l
rement on the post test.

B. Principal SLO 2

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

   Students in grades Pre-K through second will increase their proficiency and performance in reading and writing. Our school-wide go
p and strengthen the students' ability to express ideas and show comprehension of text. Promoting skills that will assist students in us
ation from texts to support answers to text dependent questions and increasing written language skills is a focus of our reading/ELA sc
m. As the primary students master these basic comprehension skills, this should aid the students as they progress to the intermediate
e asked to do higher level comprehension, including referencing multiple texts in their responses and extending their thinking. 110 stu
through grade 2 will participate in this SLO.

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

   2017-2018 PARCC data indicates that while our students scores in the writing category are comparable to state scores (20th percer
expression (30th percentile) in writing knowledge, we fell below the district scores in both areas. The same held true in the prose con
se, again, our students performed at the same levels as the state scores, but fell below the district scores in literary analysis, research
tion and narrative writing.

   Teachers have noted at all grade levels that in writing opportunities students are challenged to answer writing prompts correctly in th
py details from stories rather than use their own words to summarize the text to show comprehension. When asked to extend their thi
s to continue the story as one of the characters or to write a different ending to the story, students are unable to complete the task as
d enough modeled experiences to write to the prompts.

Baseline data will be established using text dependent questions that support grade level selections. Students will be scored monthly
um) using the "condensed prose constructed response rubric" that was provided by our county ELA specialist. Students will be provide
e opportunities to do narrative writing.

3.   How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

2017-2018 PARCC data indicate a need for our students to be better able to identify main idea (central theme in primar
etails as demonstrated through written responses to writing prompts. These prompts require students to summarize info
ecific details by referencing text as well as to extend their thinking by becoming a character in a story or to write a differe
g based upon story events. In order for our intermediate students to be successful in these skills, our primary students mu
oundation in written responses where they can retell, summarize, link information in their writing to the text read, etc. F
teachers will focus on monthly detailed writing to help students master ELA skills.

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

In grades Pre-K through second, teachers will have students complete a monthly writing task independently. The
nses will be scored using the "condensed prose constructed response rubric" for narrative writing to determine growth a
ctional needs. The expectation is that all students will make their targeted gains using the county established growth calc
ers will take many opportunities in all content areas to model good responses for students to help them understand the
unicating thoughts coherently through writing. Teachers (grade -level and inclusion staff) will be provided with time to sc
s as well as to make instructional adjustments to help students become successful writers and readers.

MULTI-TIERED SYSTEM OF SUPPORT

e include a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make su
w your goal planning process to show the integration and linkage between your goal planning process and
priorities.

ΟN V MULTI-TIERED SYSTEM OF SUPPORT

/: #1 Co-teaching with special education teachers

E: Using academic data, teachers and special education teachers will co-teach to differentiate instruction to
: needs of all students

Action Step	Who	By When	Status Update / Next Steps
THE FOUNDATION			
eate a schedule for special ucation teachers to co-teach in the assroom se data to determine small group eeds entify differentiation strategies to omote learning cord keeping document for llaborative planning	K-5 teachers K-5 Teachers Spec Ed teachers Inclusion and Gen. Ed Staff	September 2018 Daily Weekly Weekly	Teachers are working collaboratively wit special education teachers during weekl planning time Data will be analyzed regularly to determine small group and strategies to use Consult with county specialists and inclusion staff
NG			
nall groups were determined based data analysis and differentiation eading and Math leadership teams ive been established co-teaching protocol is developed	All Staff District Specialist Admin. Inclusion and Gen. Ed teachers	December 2018 Ongoing Throughout year	● Plan in place for when team meetings are missed ● Check for district support of speci education specialists ● Discuss observation process for others to learn

55

ENTING

	grade level teams		
sit a school with full collaborative co aching in place hedule classroom visits for model amples ams meet weekly to establish rategies and routine	Spec Ed Para Spec Ed Teacher/s Admin District level support	Throughout year	• Discuss observation process for others to learn • Share collaborative observation tools • Identify and address possible barriers for the process

ING SCHOOLWIDE IMPLEMENTATION

eate a plan to scale up the llaborative work plore data collection possibilities in e co-teaching areas to identify and prove in student achievement ther and examine data to support e practice, progress monitoring, provement in student achievement sit an elementary school to observe	Admin Staff Dist Supp	Throughout year	• Continued conversation and learning with staff to overcome barriers and celebrate successes • Identify data to be examined • Begin to look ahead for the upcoming school year and identif needs, scheduling and student placement for natural proportion in classrooms

-teaching and collaborative anning			

ntinue to prioritize the essential component Collaborative Planning is multi-faceted and will be an ongoing practice needing time
op and be refined school wide.

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

Continue to refine the co-teaching and collaborative planning model that works for the inclusion staff and general education teachers at Flintstone. Continue to include inclusion staff in monthly data meetings and information sharing with the county reading and math specialists.

Seek district support for visitation/PD opportunities for staff to see various techniques for co-teaching and collaboratio as well as data collection for assessing student progress

a. **How will the priority/ priorities be addressed?**

Designation of weekly planning times for collaboration with general ed teachers and inclusion staff, intentional planning of lessons which allow co teaching opportunities, scheduled monthly meetings with specialists to share ideas for instruction, best practices and making modifications to lessons

57

b. **What district support is needed to address your priority/priorities?**

    Assistance in providing substitute teachers to allow visits to other schools

    PD resources/personnel to conduct training with staff on effective models of co-teaching/collaboration

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

ding to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-b
ns approach method adopted by the State Board to:

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

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

Data collected this year indicates a reduction of referrals from 99 in 2016-2017 to 80 referrals in 2017-2018 (8% reducti... ly in bus referrals and at recess. This is due to collaboration of bus drivers, school staff and families related to safe bus rid... tations and close monitoring/proximity of staff during recess times as well as staff members teaching and being consisten... expectations.

	2016-2017	2017-2018
ferrals	40	18
s referrals	39	22

*Implementation of the school PBIS program at all grade levels to reward students for positive behaviors including mon...

school-wide incentives to reward students with no referrals

*Classroom-based positive behavior plans (ex: Class Dojo, Brag tags)

*Bus rewards programs

*Student of the Month recognition with certificates, hall display and Facebook posting

*Sparkler Store where students can "shop" with sparklers earned for good behavior

*Praise notes given quarterly to students exemplifying good behaviors

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

59

*Check In Check Out program

*Collaboration with the County Behavior Specialist, School Psychologist and County Autism Specialist

*Referrals to counseling program with the Allegany County Health Department

*Classroom Management Plans

*Behavior Management Plans/Functional Behavior Assessments

*Use of sensory tools

ƆN XIII; Title I Schools
I PARENT/FAMILY ENGAGEMENT

/Community Engagement Needs

Describe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze infor from the Title I Parent Interest Survey.
We enjoy a strong tradition of parental/community involvement at Flintstone Elementary School! We have a large group of dedicat parent/family volunteers who have kept our volunteer workshop going to support classroom instruction, under the leadership of Title Engagement Coordinator, Heather Eisenhour. This year, we hope to increase the number and types of programs we can offer to par

60

including our weekly workshops held on Tuesdays. Our volunteer hours for 2017-18 totaled 2,320.5 (Sept-April).
Additionally, we hold very successful events annually such as: Open House/Annual Title I Meeting (August 28, 2018- 86 adults atte
Grandparents' Days (weekly in Sept and Oct), Fall Dress Up Day Parade and Party (October 31, 2018), Sparkler store and PBIS Inc
Celebrations (monthly), Veteran's Day (November 9), Christmas Program (December 7, 2018), Reindeer Games (December 20, 201
Secret Shop (Nov. 22-30, 2018),Seussabration (March 6, 2019), Field Day (June 7, 2019) and more.
Twenty-three Parent Interest Surveys were returned. 8/23 parents asked for more information on grade level curriculum and state sta
with some requesting help with reading and others math. We plan on meeting these requests with teacher led workshops (November
February). ELA Game Day will be held on Wednesday, November 14, 2018. Parents also requested assistance with helping their ch
with social skills. We plan on meeting this request through a presentation by the guidance counselor. We will be including a presenta
drug awareness for parents in our DARE celebration. We will be offering Math Night and an Theme Event for parents and families.
We will also continue our partnerships with our wonderful community businesses and organizations such as the Flintstone Lion's Cl
churches, Bethel Assembly of God Pastor (lunch and recess mentor), Ya Ya Sisterhood, Oldtown VFW, Dr. Matthew Crawford, par
FSU partner.
Great things are happening in the area of parental/community engagement at Flintstone Elementary School!

Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	Position
Sharon Morgan	All	Principal
Matthew Crawford	4	PAC Representative, Parent, Community Representative (FSU)
Christina Tippen	3	PAC Alternate

Allegany County Public School
2018 – 2019 School Improvement Plan

Kelly Egros	1	Parent
Megan Davis	1	Parent
Dawn VanMeter	2	Grandparent
Michelle Crawford	4	Parent
Kelly Case	2	Parent
Misty Clingerman	5	Parent
Nicole Reed	All	Title I Teacher
Angie Fentress	All	SIT Chair 2017-2018, Media Specialist
Kelly Miller	All	SIT Chair 2018-2109, Grade 2
Hannah Eisenhour		Family Engagement Coordinator
Laura Michael		Title I Specialist

the "Grade Level Representation" column, identify the grade level being represented by this parent. Under the "Position" column, id 's representative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher, unity Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must h entations from all grade levels.**

FLINTSTONE ELEMENTARY PARENT/FAMILY ENGAGEMENT PLAN

Expectations

hoolwide Title I school, Flintstone Elementary Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, F 1115 of the Every Student Succeeds Act of 2015 (ESSA). Flintstone Elementary recognizes the importance of forming a strong part arents, families, and community members in order to positively impact the students in our school. To promote effective parent/fam

ement, the staff at Flintstone Elementary welcomes and encourages parents, family members, and community members to join ther

es identified in the Action Plan as follows:

I – Shared decision-making opportunities

II – Annual meeting to explain the schoolwide Title I program

III – Opportunities to build and increase understanding, communication, and support between home and school

IV - Formal and informal evaluation of the effectiveness of parent involvement activities

V – Activities that promote a positive environment of high expectations shared by home and school

one Elementary accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent/Family

ith the district's Parent/Family Engagement Plan.

By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

ncreasing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

Action Plan

e I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you c for more informatic
Shared Decision Making ➢ The School Improvement Plan (SIP)is developed with input from parents	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	Monthly SIT meetings, ongoing	Sharon Morgan, pri Kelly Miller, SIT chai

➢ The SIP is available for parent review and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	Principal's monthly newsletter, TBD, ongoing	Sharon Morgan, pri
➢ The Parent/Family Engagement Plan, including the budget is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	May 9, 2018, monthly SIT meetings	Sharon Morgan, pri
➢ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	Principal's monthly newsletter, TBD	Sharon Morgan, pri
➢ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's Parent-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.	May 9, 2018, ongoing, August 27, 2018	Sharon Morgan, pri

Allegany County Public School
2018 – 2019 School Improvement Plan

Annual Meeting ➢ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways he school will provide for parental/family engagement.	The annual Title I meeting was held, and information was shared by powerpoint.		Sharon Morgan, pri
Building Parental Capacity ➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments. ➢ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement. ➢ Educate school personnel on how to work with parents as equal partners in their child's education.	● Open House ● "Parent Guide to Student Success" ● Parent Conference Days ● ASPEN ● PARCC home reports ● Principal's Monthly Newsletters ● Bye and Cry Breakfast ● Theme Night with STEM ● Math Night Parent evaluations are summarized following all events and information is shared at SIT or faculty meeting to make improvements for future events. A Title I Mid-Year Survey and an End-of-the-Year Survey will be given. Article will be presented to staff to support working with parents as equal partners. ● Area Churches	Aug. 28, 2018 Oct. 2, 2018 Oct. 2, 2018 & Mar. 4, 2019 Ongoing Aug. 2017 Monthly Aug. 2017 TBD TBD Ongoing TBD Ongoing	Sharon Morgan, pri Teachers Teachers Sharon Morgan, pri Sharon Morgan, pri Teachers SIT SIT Sharon Morgan, pri Sharon Morgan, pri

65

➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.	● Flintstone Lion's Club ● FSU ● Western Maryland Health System ● Allegany County Health Department		
➤ Ensure information is presented in a format and/or language parents can understand.	Information is shared by: school handbook, monthly calendars, monthly principal's newsletters, Facebook page bulletin board, e-mail by request, etc.	Ongoing	Sharon Morgan, pri
➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	Staff works to ensure access to all parents for full participation. Family engagement coordinator reaches out to underserved families.	Ongoing	Sharon Morgan, pri all staff, Hannah Eise
Review the Effectiveness ➤ The effectiveness of the school's parental/family engagement activities will be reviewed.	The effectiveness of the plan is reviewed following feedback from all parent events, and the entire plan will be reviewed during a spring meeting with parents.	Ongoing, Spring 2019	Sharon Morgan, pri SIT, Title I Parent Committee
Joyce Epstein's Third Type of ent Involvement ➤ Volunteering	● Weekly Workshops ● Math Club ● Grade Specific Activities ● Outdoor School ● Book Fair ● Sparkler Store ● PBIS Celebrations	Tues, and ongoing, TBD	Hannah Eisenhour, t engagement coordir Sharon Morgan, pri Teachers, SIT

66

	● Field Trips ● Project Fit America ● Discovery Days ● Reindeer Games		

n XIV.

ssional Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Growth Mindset

Date (s): August 23, 2018 and monthly throughout the 2018-2019 school year

Location and Time: Conference room 1st Tuesday of each month during planning times

Intended Audience: Classroom teachers, counselor, inclusion teachers, Title I teacher and Intervention teacher

What changes are expected to occur in the classroom as a result of this professional learning?
Students and staff will have the "can do" attitude. Students will expect more of themselves and want to strive for greater achievement.
ositive with themselves and students.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Students and staff will focus on a "can do" attitude throughout the year by presenting lessons focused on the monthly mantra from Gro
Mindset by Carol Dweck. Student achievement is promoted daily with the power of yet and helping students know they are working tow
Mastery of grade level concepts.

67

How will you measure the implementation of the the knowledge and skills in the classroom?
Teacher notation of lessons presented in their plan books, agendas/handouts from team meetings where information is presented
Counselor lesson documentation of class lessons, group lessons and individual lessons based on principles of growth mindset.

Professional Learning Title: Book study of Jennifer Serravallo books - The Reading Strategies Book and The Writing Strategies Book

Date (s):   3rd Monday of each month during the 2018-2019 school year

Location and Time: Conference room during teacher planning periods

Intended Audience: Classroom teachers, Inclusion teachers, Intervention teacher and Title I teacher

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will include a variety of new ELA teaching strategies to help students master essential skills at their grade levels. This will inc
UDL strategies to improve learning opportunities for all students.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
These books provide a wealth of strategies in reading and writing to improve ELA instruction. Our SIP focuses this year on helping stu
develop main idea at all grade levels. Through the development of SLOs focused on writing to the main idea, teachers will use strategi
these books to help students improve their comprehension of main idea in text and be able to respond to text.

How will you measure the implementation of the the knowledge and skills in the classroom?
Agendas from team meetings with ELA county specialist
Strategies implemented in teacher lesson plans
Walk through as well as informal and formal observations
Monitoring/discussion of SLO progress through formative and summative assessments at team meetings

Professional Learning Title:

Date (s):   2nd Tuesday of each month during the 2018-2019 school year

Location and Time: Conference room during planning times

Intended Audience: Classroom teachers, Inclusion teachers, Title I teacher, Intervention teacher

What changes are expected to occur in the classroom as a result of this professional learning?
Students will improve their understanding of mathematical concepts during each quarter as well as intermediate grades showing expe
on Imagine Math work.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
The math specialist will focus monthly mathematical concepts to be presented in the classrooms. Using a variety of resources from N(
professional books on math instruction as well as formative and summative assessments, the County Math Specialist will address the
grade level needs to help teachers with data analysis and teaching strategies to help students master grade level concepts/make expe
growth.

How will you measure the implementation of the the knowledge and skills in the classroom?
Agendas from team meetings with County Math Specialist
Lesson plan documentation of math strategies
SLO monitoring/discussion of student progress in Imagine Math program at grades 3-5
Walk through, informal and formal observations
Monitoring/discussion of SLO progress through formative and summative assessments at team meetings

n XV.

gement Plan

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

The plan will be shared with the faculty/staff at a SIT meeting in November, 2018. All faculty/staff will have access to the plan wh **s posted on the school website as well as sharing it in Google Drive. The plan will be monitored throughout the year by the schoo** **mprovement team. Assessment documentation will be used to update the plan and to make revisions as needed.**

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

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

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

Data will be analyzed by by our Math and ELA leadership teams, which are made of classroom teachers, resource teachers, IA's , **nterventionist, and specialist. Data analysis will determine changes in instructional groups as well as in placing students in** **ntervention programs. Upon the collection and analysis of milestone and objective data, the SIP will be revised according to the** **dentified needs. At the end of each marking period as well as following benchmark administration, these needs will be addressed** **hrough changes in activities, groups, and staff responsibilities. The needs of the students will be determined by** **ssessments/benchmarks to determine flex groups/remediation/intervention/enrichment opportunities.**

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

Classroom teachers have the opportunity to serve on the School Improvement Team where data is monitored regularly. Assessme

data will be discussed in team meetings, as it is available.

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

Parents will be informed of the SIP through the monthly school newsletter, the school Facebook page and on the school website. Copies of the plan will be available in the school office for parent review. Parents serving on SIT will be part of the monthly discuss regarding implementation and progress.

How will revisions to the SIP be presented to the staff, parents, and community?

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

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

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

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

October 11, 2018	**February 14, 2009**
November 8, 2018	**March 14, 2019**
December 13, 2018	**April 11, 2019**

anuary 10, 2019   **May 9, 2019**

Allegany County Public School
2018 – 2019 School Improvement Plan

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

Name (Print and Sign)	Affiliation/Title
Sharon Morgan _(signed)_	Principal
Kelly Miller _(signed)_	SIT Chair
Cassie Smith _(signed)_	Teacher
Tina Kimmell _(signed)_	Teacher
Angela Walbert _(signed)_	Teacher
Kendra Braithwaite _(signed)_	Teacher
Kristi Athey _(signed)_	Teacher
Audriana Beckman _(signed)_	Teacher
Reid Smith _(signed)_	Teacher
Linda J. Lewis _(signed)_	Teacher
Cherie DeVore _(signed)_	Teacher

Clover Meyer - Cu. Muqiny	Teacher
Lisa Watson *Lisa Watson*	Teacher
	Teacher
	Teacher
Matthew Crawford	Parent representative