

**Allegany County Public Schools
2019-2020 School Improvement Plan**

School: Flintstone Elementary School

Principal: Sharon Morgan

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Flintstone Elementary School promotes active learning for all students through engaging learning activities of choice, infused with technology and problem solving. We instill self confidence in our students by facilitating positive interactions between students, staff and community. Our staff and parents work collaboratively to encourage students to be respectful, responsible, safe and ready to listen and learn every day. We offer various parent involvement opportunities in an effort to strengthen our community connection.

Vision

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

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Core Values

We believe all students will be confident in their capabilities, their value to society, and their ability to succeed.
We believe interactions between students, teachers, staff, parents, and community partners must be respectful and collaborative in order to maintain effective relationships.
We believe in encouraging new ideas or improved ways of teaching, learning, and working together to achieve success.

B. Culture, Climate, and Inclusive Community

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

Regular communication with parents and community is key in maintaining positive relationships with the families of our students. These relationships further enhance the school climate and culture we work to create. We use the following tools for communicating with parents/families:

- Assignment notebooks
- Facebook and School web page
- Homework folders used school wide
- Home school compact
- Monthly Newsletters
- Communication Log
- Frequent use of praise notes
- DOJO and BLOOMZ web-based communication tools
- Blackboard messaging system
- ASPEN and quarterly report cards

Parents and teachers share high expectations for all students and work jointly to support the standards that are addressed at all grade levels. Many students and their family members attend classroom and school events and parent/community volunteers are plentiful, confirming that home-school relationships are strong. Families are encouraged to participate in:

- Back to School Night
- Grandparents' Day celebrations
- Veteran's Day Activities including community veterans and family members

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- Parent conferences using a grade level standards expectation document provided by the Title I office
- Math and ELA parent activities
- Holiday celebrations and programs
- Career Day presenters using family and school community members
- Weekly volunteer opportunities
- PTA membership
- Field Trip chaperones

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

- PBIS program (sparklers, school rules, monthly rewards, sparkler store, bus challenge)
- Classroom Dojo; Bloomz
- Classroom prize boxes
- Positive classroom behavior systems
- Student of the Month
- Praise Notes
- Project Wisdom daily announcements
- 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

Flintstone Elementary is a vital part of three communities and is supported not only by our families but also by civic organizations, clubs and churches. Our volunteer program is vital to the success of our students and teachers. The volunteers not only assist weekly in volunteer workshop but also act as mentors to our students throughout the year. The culture our volunteers help create at Flintstone makes our school unique and we value their contributions. Some of our programs in which families/organizations contribute include:

- School supply drive for students/Welcome back bags for faculty

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- Breakfast and lunch bunch mentoring programs
- Clothing and shoe donations
- Holiday family baskets
- Weekend backpack program
- Veteran's Day
- Grandparents' Day
- Sparkler Store
- Classroom volunteers
- Oldtown VFW Teacher of the Year recognition program
- Lion's Club
- Support from local churches

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

- PBIS Team and program (school rules)
- Pupil Service Team
- County Behavior Specialist
- School Resource Officer
- Regular Safety Drills
- School wellness team
- Project Fit America
- In-School Counseling services through Allegany County Health Department
- School nurse program through Allegany County Health Department
- Drills/consultation with local EMS

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C. Staff Engagement Action Plan

<i>Staff Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support; Instructional Feedback; 4.61
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Weekly Team Meetings with principal and county reading and math specialists. Weekly co-planning meetings with grade-level teachers and special education staff.
Initiative leader and team: Who is responsible and involved in the work?	Principal; The leadership team

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	County Reading and Math Specialists; Weekly planning periods Classroom and special education staff
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Minutes from the agenda/meetings will be kept and monitored by the principal and the leadership team as to topics and progress towards more productive instructional conversations.
Timeline: Include dates for implementation of action steps.	Weekly meetings beginning in September and continuing throughout the year.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Community; Participation and Engagement; 5.33
Topic Description:	The participation and engagement topic describes the degree to which educators feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision-making.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Formation of a leadership team to allow for more participation by staff in the decisions. PBIS committee sharing planning of events with grade level teachers reflecting the preferences of their students in PBIS rewards
Initiative leader and team: Who is responsible and involved in the work?	SIT co- chairs, Principal; Leadership team PBIS committee; Classroom teachers

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time monthly to meet as a leadership team; Leadership team members; Time monthly to meet as a PBIS team; Members of the PBIS team
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Agendas/Minutes are kept for all meetings of leadership and PBIS. They will be monitored for topic and decisions based on a shared decision making model.
Timeline: Include dates for implementation of action steps.	Both committees meet on a monthly basis beginning in September.

D. Student Engagement Action Plan

<i>Student Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Score	Relationships; Student-student relationships; 4.20
Topic Description	The student/student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.

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Strategies: Steps that will be taken in order to obtain desired outcome.	Restorative Circles are being implemented in classrooms to instill a feeling of community and to allow student issues with one another to be addressed in a non combative way.
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers under the direction of the principal and the guidance counselor.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time in the classroom to hold the circles; Classroom teachers; Principal; Guidance Counselor
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Observation during play time and during group work in the classroom; Student feedback
Timeline: Include dates for implementation of action steps.	Weekly beginning in February
Secondary Area of Need State the Domain, Topic, and Score	Safety; Physical Safety; 4.98
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students and/or damage others' property
Strategies: Steps that will be taken in order to obtain the desired outcome.	Restorative Circles are being implemented in classrooms to instill a feeling of community and to allow student issues with one another to be addressed in a non combative way.

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	Full time resource officer assigned to Flintstone Elementary
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers under the direction of the principal and the guidance counselor. Principal; School Resource Officer
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time in the classroom to hold the circles; Classroom teachers; Principal; Guidance Counselor School Resource Officer
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Observation during play time and during group work in the classroom; Student feedback
Timeline: Include dates for implementation of action steps.	Weekly beginning in February

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total

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Administrators		1	1
Teachers	4	15	19
Itinerant staff	6		6
Paraprofessionals	4	3	7
Support Staff	1	3	4
Other	9	4	13
Total Staff	24	26	50

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100%	100%	100%	100%
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building				14
Teacher Average Daily Attendance	95.5%	94.1%	94.30%	

B. Student Demographics

Table 3
SUBGROUP DATA

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SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native			
Hawaiian/Pacific Islander		≤10	
African American	≤10	≤10	
White	219	219	212
Asian			
Two or More Races	14	≤10	9
Special Education	52	41	35
LEP	≤10	≤10	≤10
Males	129	109	107
Females	105	117	114
Total Enrollment (Males + Females)	234	226	221
Farms (Oct 31 data)	59.04%	55.56%	

Special Education Data 2019-2020 School Year (As of September 30, 2019)

Table 4					
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Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability		06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment	1	13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	4	14 Autism	
04 Speech/Language Impaired	17	09 Specific Learning Disability	9	15 Developmental Delay	1
05 Visual Impairment		10 Multiple Disabilities	3		

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All (Excluding PreK & K)	94.8%	Y
Grade 1	95.2%	Y
Grade 2	96.6%	Y
Grade 3	94.1%	Y
Grade 4	93.8%	N
Grade 5	94.9%	Y

Table 6	
Attendance Rate	

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Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	94.9%	≥95%	94.7%	
Hispanic/Latino of any race	≥95%	≥95%	≥95%	
American Indian or Alaska Native				
Asian				
Black or African American	≥95%			
Native Hawaiian or Other Pacific Islander				
White	94.9%	≥95%	94.7%	
Two or more races	≥95%	93.9%	94.6%	
Male	94.5	94.5	94.4%	
Female	≥95%	≥95%	≥95%	
EL				
Special Education	≥95%	94.6%	94.1%	
Free/Reduced Meals (FARMS)	94.7%	94.6%	93.9%	X

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

Excessive absenteeism has never been a problem at Flintstone School. Families have always been cooperative in sending students to school regularly as they desire their children to have a good education and good attendance record to instill a good work ethic in students in planning for their futures. Families understand that routines established in the early years of education will carry over as students mature and enter the workforce.

Attendance rates for all students has shown a slight decline (≥95% to 94.7%). The larger concern is the attendance of our Economically Disadvantaged students which fell from 94.6% to 93.9%, just below the state expectation of 94%. We continue to work with identified families to share information about the value of establishing routines in young children, helping parents understand that work missed cannot always be made up through worksheet completion, establishing good communication with school and home as well as conferences at school.

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

- 5 for 5 sparkler award recognizing students here on time and prepared for learning each day
- Students with perfect attendance are awarded with a certificate and a charm. These certificates are given out each quarter.
- This year we will continue to have our PBIS incentives on ½ days, if possible, hoping that students will not want to miss out on a fun activity. Our team noted that school attendance on ½ days has numerous absences so the PBIS incentive may also serve as an attendance incentive. PBIS incentives are held monthly.
- This year when students are identified as an attendance concern, the counselor and teacher will meet with the students to talk about school. Together a plan will be developed, with the child's input (age appropriate) for a way to improve attendance along with an incentive program to help students measure success. This information will be shared with the child's family. Regular communication will be maintained with families regarding the importance of school attendance. A positive approach will be used with the students in setting attendance goals and recognizing progress.
- The Pupil Services Team meets weekly to analyze attendance data. When a concern arises with a student/family, the counselor contacts the parent(s) to talk about attendance. The counselor also follows up with the child upon return to school. If absences continue to accumulate, parent contact is made by the Pupil Personnel Worker by phone or letter to arrange for a conference to talk about attendance and the impact absenteeism can have on academic as well as social performance. Information is shared with the family regarding available resources if any are needed to support the family. Continued absenteeism results in the school following the regulations of the ACPS attendance policy.
- Teachers will highlight classroom success using Perfect Attendance posters to be displayed each day when the classroom achieves 100% attendance.
- Monthly messages about good school attendance will be made using the Blackboard messaging system as well as placed on the school's Facebook page. These messages will encourage families to promote good school attendance to benefit each child academically, physically and socially/emotionally.
- Recognition will be given to classes achieving at least a 94% attendance rate monthly in the school newsletter.
- We will use the Attendance WORKS resource to provide advice to parents through social media as well as in our monthly parent newsletters.

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IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

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

	2018	2019
Count Habitual Truant	0	0
Percent Habitual Truant	0	0
Percent Chronically Absent	8.47%	10.45%

- A. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
- We have no habitually truant students.
- B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

We have seen a small increase in our chronically absent rate although we are below the 20%. To improve this trend:

- 5 for 5 sparkler award recognizing students here on time and prepared for learning each day
- Teacher contact with the family to share concern about attendance
- weekly monitoring of attendance by the Pupil Services Team
- phone contacts by counselor to families regarding excessive absences/early dismissals/tardiness
- letters to families and comments on report cards 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

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- Counselor to meet at least weekly with students who are chronically absent to develop an incentive program to improve their attendance

V. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS

Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	99	80	119	+
All Suspensions	≤10	≤10	≤10	0
In School	≤10	≤10	≤10	0
Out of School	≤10	≤10	≤10	0
Sexual Harassment Offenses	≤10	≤10	≤10	0
Harassment/Bullying Offenses	≤10	≤10	≤10	0

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

- A significant increase in referrals is noted in 2018-2019 with the largest increase in the number of bus referrals. The referrals were generally written for misbehavior in the afternoons on 2 buses, which transport the largest groups of students.
- To reduce the number of bus referrals, the PBIS team will:
 - Communicate regularly with bus drivers regarding morning and evening rides
 - Request that drivers award a “bus ticket” each day the students have had a safe ride.

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- For each day no bus referral is received, a point will be awarded on a chart in the gym. This will be highlighted during the morning gathering for announcements. When the determined amount of points has been accumulated, all classrooms will be provided an incentive such as cartoons during breakfast (an incentive chosen by students).
- The “Recess Express” will continue to be used for students having repeated bus referrals. During this time, students will lose a portion of their recess time to demonstrate the appropriate way to ride the bus safely. A staff member will sit with the child and talk about the problems listed in the referral and determine ways the child can be successful.
- Communicate with the families of students who have continued difficulties on the bus rides to develop informal plans for helping their children experience success.

Problem Behavior	2016-2017	2017-2018	2018-2019
Disruption	31	25	46
Aggression	26	25	27
Disrespect	22	10	26

Location	2016-2017	2017-2018	2018-2019
Bus	40	29	51
Classroom	21	29	34
Playground	15	12	8

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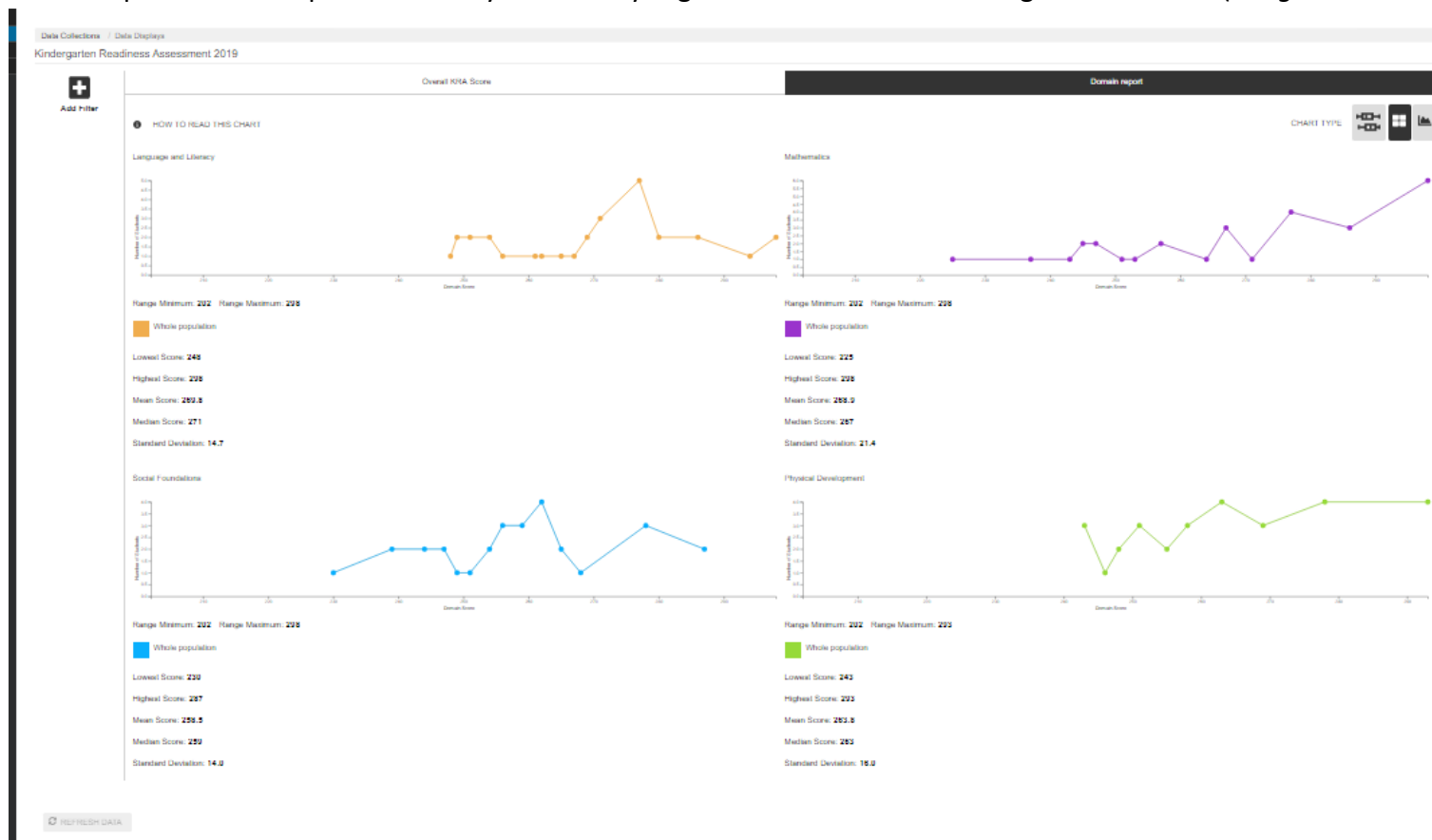
VII. EARLY LEARNING

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

Table 10						
Kindergarten Readiness Assessment						
	2017-2018		2018-2019		2019-2020	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	13	43.3%	0	0%	13	45%
Mathematics	12	40%	14	45%	14	48%
Social Foundations	12	40%	12	39%	5	17%
Physical Development	18	60%	0	0%	10	34%

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



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3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

Parents receive information from the Judy Center and Infants and Toddlers program regularly to share information about early learning ideas for helping children at home as well as programs that are offered in the county in which parents may participate. The monthly school newsletter features early learning articles to provide parents with activities that can be done at home to 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 at Flintstone. It is noted that few families in the Flintstone district enroll children in Head Start due to the travel distance for the youngsters to go each day to a Head Start Center. Also, due to the 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 many parents to find someone to travel from Oldtown, Little Orleans and outlying areas to pick up their children at the end of the morning session. Our school would be an ideal site for an all day Pre-K pilot program to not only ease the transportation burden for parents, but to provide more educational and related services to our youngest learners.

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

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- 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, behavior specialists for teachers to learn strategies to implement in the classrooms
- ELL one-on-one support in classroom
- Monthly guidance lessons with guidance counselor
- Imaginary play through books, toys, puppets, and props as well as increased opportunities for social interactions
- Storytelling - students can take turns adding to a story and/or students can act out a story
- Provide students with many opportunities to move, especially through song
- At recess, students will have opportunities for a more structures play in which they kick and throw balls to each other. During indoor recess tricycles will be brought out. Safety rules and consequences will be reiterated multiple times during the week.

VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 12a ELA Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%			

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All Students	45	11	24	≤10	22	24	53	37	12	32	≤10	27	15	41	41	12	29	11	27	18	44	+3%
American Indian or Alaska Native	n/a							n/a							n/a							
Asian	n/a							n/a							n/a							
Black or African American	n/a							≤10	≤10	100					n/a							
Hispanic/Latino of any race	≤10					≤10	100	n/a							n/a							
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							
White	43	11	26	10	23	22	51	34		26	≤10	29	15	44	40	11	28	11	28	18	45	+1%
Two or more races	≤10					≤10	100	≤10	≤10	100					≤10							
Special Education	n/a	≤10	45	≤10	9	≤10	45	11	7	64	≤10	18	≤10	18	≤10							+
Limited English Proficient (LEP)	n/a							n/a							n/a							
Free/Reduced Meals (FARMS)	33	≤10	27	≤10	21	17	52	19	11	58	≤10	21	≤10	21	23	10	43	7	30	6	26	+5%
Female	21	≤10	19	≤10	29	11	52	19	≤10	21	≤10	21	11	58	15	≤10	27	≤10	33	≤10	40	-18%
Male	24	≤10	29	≤10	17	13	54	18	≤10	44	≤10	33	≤10	22	26	≤10	31	≤10	21	12	46	+24%

TABLE 12b ELA Grade 4	2017				2018				2019				2018 to 2019 change in prof. rate
	Tota	Level 1 or	Level 3	Level 4 or	Tota	Level 1	Level 3	Level 4 or	Tota	Level 1 or	Level 3	Level 4	

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	I #	2				5		I #	or 2				5		I #	2				or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	44	16	36	12	16	≤10	36	41	≤10	17	12	29	22	54	38	≤10	19	≤10	21	23	60.5	+6.5%
American Indian or Alaska Native	n/a							n/a							n/a							
Asian	n/a							n/a							n/a							
Black or African American	≤10			≤10	100			≤10					≤10	100	n/a							
Hispanic/Latino of any race	≤10			≤10	100			≤10					≤10	100	≤10							
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							
White	38	13	34	9	24	16	42	39	≤10	18	12	31	20	51	36	≤10	20	≤10	22	21	58	+7%
Two or more races	≤10	≤10	75	≤10	25			≤10					≤10	100	≤10							
Special Education	12	9	75	3	25			≤10	≤10	56	≤10	34	≤10	10	≤10							+
Limited English Proficient (LEP)	n/a							n/a							n/a							
Free/Reduced Meals (FARMS)	21	11	43	6	38	4	19	29	≤10	21	≤10	21	17	59	19	1	32	2	32	16	37	-22%
Female	19	≤10	16	≤10	26	11	58	19	≤10	11	≤10	21	13	68	21	5	24	2	10	14	67	-1%
Male	25	13	52	≤10	28	≤10	20	22	≤10	23	≤10	36	≤10	41	17	2	41	6	35	9	53	+12%

TABLE 12c ELA Grade 5	2017	2018	2019	2018 to 2019 change in
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																						prof. rate
	Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total I #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	35	15	43	≤10	23	12	34	41	16	39	≤10	22	16	39	40	6	15	5	13	29	73	+34%
American Indian or Alaska Native	n/a							n/a							n/a							
Asian	n/a							n/a							n/a							
Black or African American	n/a							n/a							≤10							
Hispanic/Latino of any race	≤10	≤10	100					n/a							≤10							
Native Hawaiian or Other Pacific Islander	n/a							n/a							n/a							
White	33	13	39	≤10	24	12	36	37	12	32	≤10	24	16	43	39	6	15	5	13	28	72	+29%
Two or more races	≤10	≤10	100					≤10	≤10	100					n/a							
Special Education	≤10	≤10	89	≤10	11			≤10	≤10	100					≤10							+
Limited English Proficient (LEP)	n/a							n/a							n/a							
Free/Reduced Meals (FARMS)	21	11	52	≤10	29	≤10	19	20	11	55	≤10	20	≤10	25	29	5	71	3	10	21	72	+47%
Female	16	≤10	38	≤10	38	≤10	25	15	≤10	13	≤10	13	11	73	19	3	16	1	5	15	79	+6%
Male	19	≤10	47	≤10	11	≤10	42	26	14	54	≤10	27	≤10	19	21	3	14	4	19	14	67	+48%

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Table 13: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017- 2018	Grade 4 2018- 2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	41	82	41
Economically Disadvantaged	21	84	63
Special Education	18	38	20
Male	22	67	45
Female	58	79	21
Other subgroup			

Table 14: Cohort Growth (Elementary Cohort 2026)	
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Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	53	54	73	19	20
Economically Disadvantaged	52	59	72	13	20
Special Education	45	10	73	63	28
Male	54	41	67	26	13
Female	52	68	79	11	27
Other subgroup					

2. Use current data to determine if goals from last year's SIP were met.

- 2018-2019 goals for 3rd grade were to close the gap between economically disadvantaged on non-economically disadvantaged students and also to close the gap between IEP and non-IEP students. Although, there was not a big change in the gap between economically and non-economically disadvantaged students (20% down to 18%), there was a decent change in the IEP/ non-IEP gap. There was a 23% gap in 2018 and a 10.7% gap in 2019. In 4th grade, the goal was to maintain the performance of economically disadvantaged students and to increase the number of students with IEPs scoring proficient. 10% of students with an IEP scored proficient in 2018 and 22.2% of students achieved proficiency.

The 5th grade goal was to increase the number of economically disadvantaged and students with IEPs achieving a proficient score. Both of these goals were achieved. Economically disadvantaged students had an increase of 52% of students receiving proficient and a 38% increase of students with IEPs achieving proficient. The final goal was to close the gap of grade 3,4,and 5 males achieving proficient compared with females. For 3rd grade in 2018, there was a 36% gap and in 2019 a -6% gap. For 4th grade in 2018, there was a 27% gap and in 2019 a 14% gap. In 5th grade in 2018 there was a 54% gap and in 2019 a 12% gap. Overall, we met 5 of our 7 goals for ELA in 2018.

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3. FOCUS AREAS

FOCUS AREA 1:	Grade 3
Focus Area Goal	Grade 3 students will increase their proficiency by 15%. In 2018-2019, 48% of 3rd grade students achieved proficient on MCAP and in 2017-2018 41%, which has decreased from 2016-2017. Progress will be monitored yearly using MCAP and monthly through school wide theme or main idea responses.
Root Cause(s):	Students would benefit from teachers getting continuous opportunities to work with colleagues and specialist to enhance their instructional skills leading to more independent student learning.
Focus Content Standard(s):	RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Barriers:	Students would benefit from more time with collaborative problem solving and guided instruction when exploring theme and main idea as compared to direct instruction. Our county reading specialist is coming on Wednesdays when there is no time for teachers to meet with her because teachers do not have a resource period on this day. Teachers are in need of more professional skills and knowledge to lead the students in collaborative learning for main idea and theme. Small groups are not receiving enough differentiation, leading to students being off task and losing learning independence.
Needed Resources:	ELA specialist Hi-Lo books targeting boys Planning time with grade level coworker to differentiate small groups Scholastic News
Strategies and/or evidence-based interventions:	Teachers will work with the county reading specialist to develop ELA lessons focusing on theme and main idea of informational and literary text. The specialist will model strategies and lessons as well as provide ideas for using some of our existing resources such as Scholastic News. Students will work in small groups with teachers to focus on theme and main idea of informational and literary text. Students will benefit from teachers modeling how to answer theme and main idea text dependent questions while using a consistent vocabulary across the school. The <i>Reading Strategies Book</i> purchased and read last year will continue to be used by teachers to find theme and main idea specific lessons to use in both small and large groups. Building on our success with our One Book One School Program, we will choose a picture book each month that lends itself to teaching theme. Each teacher will read and discuss the book and create a Google slide as

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	<p>response. All classes will review it at the end of the month.</p> <p>Theme/Central Message (depending on the standard language) will be monitored each month with a cold read followed by questions provided by the academic team.</p>
How will it be funded?	Title 1
Steps towards full implementation with timeline:	In the fall, teachers will meet with the county reading specialist to develop main idea and theme lessons and how to provide instruction to students to differentiate between reading skills. The county ELA specialist will work with grade level teachers to ensure teachers are using consistent vocabulary. Teachers will implement these lessons as soon as possible after meeting with the county ELA specialist. Whole school book and Google slide will be started in November and continue throughout the school year. Monthly monitoring questions will begin in November.
Monitoring Procedure:	<p>Quarterly Reading Benchmarks</p> <p>Quarterly Reading Inventory</p> <p>Weekly Text Dependent Questions</p> <p>Monthly main idea and theme school wide questions</p>

FOCUS AREA 2:	Grade 4 cohort
Focus Area Goal	Grade 4 students will increase their proficiency scores on MCAP. In grade 3, 44% of these students received proficient on MCAP. The goal is to increase this percentage to 60%. Data will be measured yearly through MCAP and monthly through school wide theme and main idea tasks.
Root Cause(s):	Students would benefit from high interest leveled texts during guided and independent reading time. Students need opportunities to read texts independently that are of interest to them while still being accountable for the skills taught in guided reading.
Focus Content Standard(s):	<p>RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
Barriers:	Teachers need informed about the text sets available throughout the building that are of high interest to students while still on their level to read independently.

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Needed Resources:	County ELA Specialist
Strategies and/or evidence-based interventions:	Students would benefit from time spent in guided reading groups as well as independent reading given appropriate monitoring. Teachers will be provided resources at monthly SIT meetings as well as monitoring tools for independent reading.. These resources will include texts and anchor charts. The anchor charts will be made consistent among grade levels. Community members are going to be asked to come in monthly to read aloud to students.
How will it be funded?	Funding not needed
Steps towards full implementation with timeline:	Teachers will be given their first monthly book and anchor chart that involve theme or main idea starting in November and will continue throughout the school year. Community member readers will be coming in starting in November and continuing throughout the year.
Monitoring Procedure:	Quarterly Reading Benchmarks Quarterly Reading Inventory Monthly school wide theme and main idea questions

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	Read a variety of text for different interests Post content, language, and social purpose Post the same anchor charts for theme and main idea in each classroom ALL classrooms Modeling how to answer theme and main idea questions
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	Written responses using different organizers and media Box Cars and One Eyed Jacks activities GRRUDL Model Written responses to school wide theme and main idea text
Means for Engagement: <i>tap</i>	Multiple Options for Engagement

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<i>into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Cooperative Learning ALL classrooms GRRUDL model Flex grouping
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B. MATHEMATICS

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

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	45	13	31	16	36	15	33	37	≤10	27	≤10	27	17	46	40	13	33	8	20	19	48	+2%
American Indian or Alaska Native																						
Asia																						
Black or African American								≤10	≤10	100												
Hispanic/Latino of any race	≤10					≤10	100															
Native Hawaiian or Other Pacific Islander																		-				
White	43	13	33	16	37	13	30	34	≤10	26	≤10	24	17	50	39	12	31	8	21	19	49	-1%

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Two or more races	≤10					≤10	100	≤10			≤10	100			≤10								
Special Education	11	≤10	55	≤10	18	≤10	27	11	≤10	36	≤10	45	≤10	18	≤10								+
Limited English Proficient (LEP)																							
Free/Reduced Meals (FARMS)	33	11	33	11	33	11	33	18	≤10	7	≤10	22	11	61	22	9	41	4	18	9	41		-20%
Female	21	≤10	19	≤10	43	≤10	38	19	≤10	26	≤10	26	≤10	47	15	7	47	4	27	4	27		-20%
Male	24	≤10	42	≤10	29	≤10	29	18	≤10	28	≤10	28	≤10	44	25	6	24	4	16	15	60		+16%

TABLE 16b MATH Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	44	25	57	13	30	≤10	14	41	15	37	16	39	≤10	24	38	12	32	7	18	19	50	+26%
American Indian or Alaska Native																						
Asian																						
Black or African American	≤10	≤10	100																			
Hispanic/Latino of any race	≤10	≤10	100					≤10			≤10	100			≤10							
Native Hawaiian or Other Pacific Islander																						

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White	38	19	50	13	39	≤10	16	39	15	38	15	38	≤10	23	36	11	31	7	19	18	50	+27%
Two or more races	≤10	≤10	100					≤10			≤10	100			≤10							+
Special Education	12	11	92	≤10	8			≤10	≤10	56	≤10	33	≤10	11	≤10							+
Limited English Proficient (LEP)																						
Free/Reduced Meals (FARMS)	21	12	57	≤10	33	≤10	10	29	11	38	12	41	≤10	21	19	8	42	4	21	7	37	+16%
Female	19	≤10	37	≤10	42	≤10	29	19	≤10	26	≤10	47	≤10	26	21	7	33	4	19	10	48	+22%
Male	25	18	72	≤10	20	≤10	8	22	≤10	45	≤10	32	≤10	23	17	5	29	3	18	9	53	+30%

TABLE 16c MATH Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%			
All Students	35	18	51	13	37	≤10	11	41	21	51	12	29	≤10	20	40	12	30	20	50	8	20	0
American Indian or Alaska Native																						
Asian																						
Black or African American																						
Hispanic/Latino of any race				≤10	100										≤10							+

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Native Hawaiian or Other Pacific Islander																							
White	33	17	52	12	36	≤10	12	37	17	46	12	32	≤10	22	39	12	31	20	51	7	18	-4%	
Two or more races	≤10	≤10	100					≤10	≤10	100													
Special Education	≤10	≤10	89	≤10	11			≤10	≤10	78	≤10	22			≤10							+	
Limited English Proficient (LEP)																							
Free/Reduced Meals (FARMS)	21	14	67	≤10	33	n/a	n/a	20	15	75	≤10	15	≤10	10	29	11	38	15	52	3	10	0	
Female	16	≤10	63	≤10	37	n/a	n/a	15	≤10	20	≤10	40	≤10	40	19	4	21	12	63	3	16	-24%	
Male	19	≤10	42	≤10	37	≤10	21	26	18	69	≤10	23	≤10	8	21	8	37	8	38	5	24	+16%	

Table 17:

**Cohort Growth
(Elementary Cohort 2027)**

Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	46	50	4
Economically Disadvantaged	61	37	-24
Special Education	18	33	-15
Male	44	53	9
Female	47	48	1
Other subgroup			

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Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	33	24	20	-4	-13
Economically Disadvantaged	33	21	10	-11	-23
Special Education	27	11	25	14	-2
Male	29	23	24	1	-5
Female	38	26	16	-10	-16
Other subgroup					

2. Use current data to determine if goals from last year's SIP were met.

- Last year, Flintstone Elementary had 6 math goals. Our goals focused on closing the achievement game between IEP and non-IEP students and showing an increase in economically disadvantaged students reaching proficient scores. We met 5 of our 6 goals. There was an increase of 9.3% for 3rd grade FARMS students achieving proficient. 4th grade FARMS students showed a 16.1% increase for achieving proficient. A 15.1% change occurred for 3rd grade IEPs, an 11.1% change for 4th grade, and for 5th grade their is now a -5% gap. Overall, the gap for 3rd, 4th, and 5th grade IEP students and non-IEP students decreased.

3.

FOCUS AREA 1:	5th Grade curriculum
Focus Area Goal	The goal is for 5th grade students is to reach proficiency on MCAP. In 2018-2019, 20% of 5th grade students achieved proficiency, in 2017-2018, 20%, and in 2016-2017, 11%. The goal is to increase the number of students receiving proficient by 15%. The goal will be measured yearly using MCAP scores and monthly using MCAP tasks.

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Root Cause(s):	Teachers need additional knowledge on how to effectively use a variety of manipulatives to allow students to better model and reason when solving multi-step word problems.
Focus Content Standard(s):	5.NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NF.1-5- Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 5.OA.2-2 - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
Barriers:	One of last year's goals was to use more manipulatives with the students. We put strategies into place to achieve this, and now we need to take it one step further. Students are showing they can use manipulatives to solve problems, but when the manipulatives are taken away, they have some difficulties.
Needed Resources:	Math specialist for modeling how to use manipulatives. Vertical Planning with grade level teams. Strategy posters.
Strategies and/or evidence-based interventions:	<p>School-wide we will focus on a specific problem solving strategy each month to build a common language and strategy bank to be used with students from grade to grade. The academic committee will choose the strategy based on different data sources and the pacing guide. It will be presented to the teachers at the monthly full faculty meeting. We will utilize the Visible Learning for Mathematics book as a resource when choosing strategies. The math specialist will support the teachers through team meetings and vertical planning time.</p> <p>Teachers will be trained on the CRA (concrete, representational, abstract) model by the math specialist. The math specialist will meet with each grade level to introduce CRA. She will then go into each classroom, to model for the teacher what CRA should look like. She will follow up with teachers throughout the year. Elementary Math strategy videos will be used as examples of the model with teachers.</p> <p>County made vocabulary cards will be printed for each teacher, so that the math vocabulary used among grade levels is consistent.</p> <p>Math Talks Flex Grouping</p>
How will it be funded?	Vertical planning substitutes are in our TITLE 1 budget. Posters can be printed off online. Instructional funds will be used to have vocabulary cards printed.
Steps towards full implementation with timeline:	We will begin in October with the Leadership Team presenting the CUBES strategy for problem solving to the faculty. The math specialist will follow up in team meetings that month. In the following monthly meetings, we will focus on problem solving strategies and utilizing a common math content vocabulary for our school.

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	<p>The CRA model will also be used in support of the problem solving strategies. Teachers were introduced to the CRA model in October and in the weeks following the Math Specialist went into the classrooms to model for teachers.</p> <p>Vertical planning meetings will take place in the 2nd and 3rd quarter. The math specialist will facilitate dialogue with grade level teachers regarding monthly strategies. The Visible Learning for Mathematics will be used during the data dive to determine the goals and root causes and will be referenced throughout the school year.</p>
Monitoring Procedure:	<p>Imagine Math - 3 days a week Monthly MCAP math tasks Math Journals for vocabulary Weekly multi-step word problems MCAP tasks</p>

FOCUS AREA 2:	4th grade cohort
Focus Area Goal	The goal is to increase the number of students achieving a proficient score on MCAP. 48% of students achieved a proficient score on MCAP in 2018-2019. The goal is for the percentage to increase to 60%. The goal will be measured yearly using MCAP scores and monthly using MCAP tasks.
Root Cause(s):	Teachers are teaching students how to use manipulatives, but teachers need to teach students how to represent those manipulatives on paper. Many varied strategies are being utilized and used randomly without a schoolwide approach.
Focus Content Standard(s):	<p>3.OA.6 - Understand division as an unknown-factor problem. 3.OA.2 - Interpret whole-number quotients of whole numbers. 3.OA.7 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. 3.OA.1 - Interpret products of whole numbers.</p>
Barriers:	Teachers need more training on CRA (concrete, represent, and abstract) and how to model this for students. Students need the skills to transfer how they are using a manipulative onto paper.
Needed Resources:	Substitutes for vertical planning time. Math specialist to communicate between teachers. Training on CRA.
Strategies and/or evidence-	School-wide we will focus on a specific problem solving strategy each month to build a common language and strategy bank to be used with students from grade to grade. The academic committee will choose the strategy

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based interventions:	<p>based on different data sources and the pacing guide. It will be presented to the teachers at the monthly full faculty meeting. We will utilize the Visible Learning for Mathematics book as a resource when choosing strategies. The math specialist will support the teachers through team meetings and vertical planning time.</p> <p>Teachers will be trained on the CRA (concrete, representational, abstract) model by the math specialist. Elementary Math strategy videos will be used as examples of the model with teachers.</p>
How will it be funded?	Vertical planning substitutes will be funded through TITLE 1. CRA training will be done in SIT meetings.
Steps towards full implementation with timeline:	<p>We will begin in October with the Leadership Team presenting the CUBES strategy for problem solving to the faculty. The math specialist will follow up in team meetings that month. In the following monthly meetings, we will focus on problem solving strategies and utilizing a common math content vocabulary for our school.</p> <p>The CRA model will also be used in support of the problem solving strategies.</p> <p>Vertical planning meetings will take place in the 2nd and 3rd quarter. The math specialist will facilitate dialogue with grade level teachers regarding monthly strategies. The Visible Learning for Mathematics will be used during the data dive to determine the goals and root causes and will be referenced throughout the school year.</p>
Monitoring Procedure:	<p>MCAP monthly tasks</p> <p>Weekly math word problems (observing for correct manipulative, vocabulary, and strategy use)</p>

Table 19	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<p>Model problem solving strategies</p> <p>Show how to model and reason with multi-step problems</p> <p>Imagine Math</p> <p>Freckle Math</p> <p>Gender based flex grouping</p> <p>Use consistent vocabulary and strategies throughout grade levels</p>
Means for Expressions:	Expression/Action- This is how the student will demonstrate their knowledge.

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<i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Use manipulatives Use math vocabulary Exit tickets, spiral review, and assessments ALL classrooms GRRUDL
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	Flex grouping Manipulatives Cooperative Learning GRRUDL ALL classrooms

C. SCIENCE

1. Complete data charts using 2018 and 2019 Data Results.

TABLE 20 MISA Grade 5	2018							2019							2018 to 2019 change in prof. rate
	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		Total #	
	#	%	#	%	#	%		#	%	#	%	#	%		
	Total #														

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All Students	42	12	28.6	15	35.7	15	35.8	40	≤10	5.0	23	57.5	15	37.5	+1.7%
American Indian or Alaska Native															
Asian															
Black or African American															
Hispanic/Latino of any race															
Native Hawaiian or Other Pacific Islander															
White	39	≤10	25.6	14	35.9	15	38.4	40	2	5.0	23	57.5	15	37.5	-.9%
Two or more races	≤10														
Special Education	≤10							≤10							+
Limited English Proficient (LEP)															
Free/Reduced Meals (FARMS)	20	≤10	30.0	≤10	50.0	≤10	20.0	29	≤10	6.9	17	58.6	≤10	34.5	+14.5%
Female	16	≤10	18.8	≤10	25.0	≤10	56.3	19	≤10		13	68.4	≤10	31.6	-24.7%
Male	26	≤10	34.6	11	42.3	≤10	23.0	21	≤10	9.5	≤10	47.6	≤10	42.9	+19.9%

2. FOCUS AREAS

FOCUS AREA 1:	5th grade
Focus Area Goal	The goal is to increase the number of students achieving proficient on MISA. 37.5% of students received a proficient score in 2018-2019 and 35.8% in 2017-2018. The goal is to increase this by 15%. The goal will be monitored yearly through MISA data.
Root Cause(s):	The students are getting hands-on experiences with materials when using FOSS science kits, but the focus

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	standards are not included in the FOSS kits, so students are lacking the hands-on learning approach for these standards. There is a lack of connection between doing hands-on activities and applying the same skills on a computer.
Focus Content Standard(s):	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
Barriers:	Teachers do not have the materials to provide students with hands-on investigations. Teachers need to have more lessons that resemble FOSS. Teachers are not utilizing the online features that FOSS has to offer.
Needed Resources:	Materials for hands-on investigations Texts to match standards that are not in FOSS kits Training on the online resources FOSS has
Strategies and/or evidence-based interventions:	Teachers will plan with their team members to create hands-on learning experiences for the standards not addressed in FOSS kits. Teachers will use Mrs. Fentress to help find texts to match the focus standards. Teachers will utilize Readworks and PebbleGo for text resources. Teachers will be shown in a team meeting the online features that can be used in the classroom.
How will it be funded?	County instructional money
Steps towards full implementation with timeline:	Weekly collaborative planning and team meetings will be used to plan and share results for non-FOSS standards.
Monitoring Procedure:	Teachers will use students science journals to determine if students are understanding the standards.

FOCUS AREA 2:	Students with Special Needs
Focus Area Goal	The achievement of IEP students will increase and the percentage of students receiving approaching will maintain or increase. Currently, 25% received proficient, 62.5% received approaching, and 12.5% received not met. Achievement will be determined through yearly MISA data.
Root Cause(s):	Standards that are taught in 3rd grade are not retaught or reinforced in 4th or 5th grade. Standards that are taught in 4th grade are not retaught or reinforced in 5th grade. The standards are not integrated into the

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	curriculum from the grade level prior.
Focus Content Standard(s):	<p>3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p>5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p>
Barriers:	The teachers are not aware of the standards that are taught in the grade level before
Needed Resources:	Texts for teachers to use to reteach a prior standard. ELA county specialist to assist in finding texts to match standards.
Strategies and/or evidence-based interventions:	Teachers in 3,4,and 5 will plan with Jayme Rollins to find texts that match NGSS. Teachers will give students a science text matching a science standard from the year prior to read during ELA small group time.
How will it be funded?	Creative planning within building
Steps towards full implementation with timeline:	In the fall ELA county specialist will communicate with 3,4, and 5 teachers to find Science texts to match NGSS.
Monitoring Procedure:	Teachers will be analyzing student responses from ELA small groups monthly, to ensure they are retaining the standards.

Table 21	UDL for SCIENCE
UDL Principle/Mode	Representation – This is how the teacher presents the information.

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

D. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary

E. Advanced Placement Data: N/A for Elementary

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

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PRIORITY: Collaborative Team Planning Meetings leading to co-teaching

PRACTICE: Grade level and special educators collaborative planning to monitor progress and plan tiered instruction and interventions

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none">● Create a planning schedule for collaborative planning between general and special education teachers	Admin	September 2019	Reflect on barriers to planning, sharing a special education teacher, structuring schedules for planning and co-teaching
<ul style="list-style-type: none">● PD on collaborative planning and co teaching for school staff	SEF		
	Spec Ed teachers	September 2019	
INSTALLING			

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<ul style="list-style-type: none">● Create PD schedule and topics● Work with Special Education Instructional Specialist to gather documents needed for collaborative planning and to provide training to general education staff on co-implementation models● Teams meet weekly to establish the routine to facilitate the PD (group norms, protocols, building relationships, co planning sheets)	<p>All Staff</p> <p>District Specialist</p> <p>general education and special education teachers</p>	<p>October 2019</p> <p>ongoing</p>	<p>Plan in place for when team meetings are missed</p> <p>District support of special education specialists</p> <p>Discuss observation process for others to learn</p>
IMPLEMENTING			
<ul style="list-style-type: none">● Implement c-implementation models● Debrief, reflect and refine process in classrooms● Schedule classroom visits for examples	<p>grade level teams</p> <p>Instructional Specialist, SEF</p> <p>Spec Ed Para</p>		<ul style="list-style-type: none">● Discuss observation process for others to learn● Share collaborative observation tools● Identify and address possible barriers for the process

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<ul style="list-style-type: none"> Quarterly Collaborative planning with grade level teachers, close adult support, special educator, special education instructional specialist 	Spec Ed Teacher Admin District level support		
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Create a plan to reflect upon the collaborative work Identify staff not involved in work this year Explore data collection possibilities in the co-implementation areas to identify and improve in student achievement Gather and examine data to support the practice, progress monitoring, improvement in student achievement Assess work done in current school year. Plan for upcoming school year in scheduling 2020-2021 schedule for natural proportions in student placements. 	Admin Staff Dist Supp		<ul style="list-style-type: none"> 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 identify needs, scheduling and student placement for natural proportions in classrooms
Notes- Continue to prioritize the essential component Collaborative Planning is multi-faceted and will be an ongoing practice needing time to fully develop and be refined school wide.			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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- 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 the PBIS framework in your school.

Data collected this year indicates a reduction of referrals from 99 in 2016-2017 to 80 referrals in 2017-2018 (19% reduction), most notably in bus referrals and at recess. This is due to collaboration of bus drivers, school staff and families related to safe bus riding expectations and close monitoring/proximity of staff during recess times as well as staff members teaching and being consistent with recess expectations. However, a concerning increase in bus referrals from 2017-2018 to 2018-2019 is problematic. The length of bus rides, number of students on each bus and consistency of enforcing bus rules is varied among the 15 buses that serve Flintstone School.

	2016-2017	2017-2018	2018-19
Bus referrals	40	18	51
Recess referrals	15	12	8

- Implementation of the school PBIS program at all grade levels to reward students for positive behaviors including monthly school-wide incentives to reward students with no referrals
- Classroom-based positive behavior plans (ex: Class Dojo, Bloomz, Brag tags)
- Bus challenge and 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
- Provide support and advice to bus drivers regularly to assist with difficulties and also to acknowledge daily success
- Communicate with Transportation regarding PD needs of drivers during yearly inservice opportunities to address bus concerns

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

- Check In Check Out program
- Implement Restorative Practices with students following staff training during the 2019-2020 school year
- 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 and newly created hallway
- Frequent communication with families to share successes as well as concerns

XI. Title I Schools

TITLE I PARENT/FAMILY ENGAGEMENT

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Parent/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 information from the Title I Parent Interest Survey.

- Flintstone celebrates a rich parental/community engagement program! We are fortunate to have strong support from our families and ongoing assistance from our community groups, churches, and organizations!
- In 2018-2019, we held special activities such as:
 - Open House/Annual Title I Meeting, Tuesday, August 29, 2019, 101 adults attended
 - Bye and Cry Breakfast, September 4, 2018, 30 adults attended
 - Grandparents' Days, 1 day for each grade level in the fall, 232 adults attended
 - Parent Conference Day, October 2, 2018, 157 adults attended
 - Veteran's Day Program, November 9, 2018, 24 veterans were recognized
 - Christmas Program, December 23, 2018, 389 people attended
 - Parent Conference Day, March 4, 2019, 53 adults attended
 - Seussabration, March 13, 2019, 55 adults attended
 - Earth Day/STEM Event, April 22, 2018, 83 people attended
 - Power Up Your Math Skills Family Night, Tuesday, April 30, 2019, 14 adults attended
 - D.A.R.E. Celebration, April 26, 2019, 16 adults attended
 - Pacer Parent Challenge, May 2019, 29 adults attended
 - Field Day, June 7, 2019
- In 2019-2020, we will continue to host our parents/families with welcoming activities and events to build parental capacity for increasing student academic achievement:
 - Annual Title I Meeting/Back to School, Tuesday, August 27, 2019. This event was changed to an indoor event, by spring meeting parent request, an ice cream social. 109 adults attended.
 - Bye and Cry Breakfast for Pre-K and Kindergarten Parents, September 3, 2019, 28 adults attended.
 - Grandparents Days Sept. 25 and Oct 9 -
 - Veteran's Day Program, November 11, 2019
 - Parent Conference Days, October 7, 2019 and March 9, 2020
 - ELA/Math/STEM Events
 - DARE celebration
 - Holiday Activities and Programs
 - Seussabration, March 3, 2020
 - Grade 5 Program, May 29, 2020
 - Field Day, June 1, 2020
- We will also continue to strive for meaningful, ongoing, 2-way communication between the home and school. We use parent/teacher

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conferences, monthly principal newsletters, monthly calendars, Blackboard Connect calls, Flintstone Sparks Facebook Page, assignment notebooks and weekly communicator folders. In addition, we survey parents for desired methods of contact and email information to parents who request electronic communication.

- Volunteerism is a vital part of our parent/community program. We will continue to run weekly workshops, held every Tuesday, facilitated by our family engagement coordinator, Hannah Eisenhour. Last year, about 8-9 volunteers attended. She will be reaching out to people in efforts to increase the number of participants. Other opportunities to volunteer at Flintstone include: Outdoor School Chaperones, Morning Math Club, Holiday Parties, Book Fairs, Action Team Members, Secret Santa Shop, Reindeer Games, Field Day, Field Trip Chaperones, Lego League, and more!
- Finally, we will continue to foster partnerships such as with: Bethel Assembly of God, Oldtown, Flintstone United Methodist, VFW of Oldtown, Lion's Club of Flintstone, Flintstone, Little Orleans, and Oldtown Fire Departments, Western Maryland Food Bank and others. We appreciate that many private individuals also make donations to benefit our students.
- Great things are happening in the area of parental/community engagement at Flintstone!

Parent Advisory/ Title I Parent Committee 2019-2020

Name	Grade Level Representation	Position
Matthew Crawford	Grades 2,4,5	PAC Representative
Christina Tippen	Gr. 4	PAC Alternate
Madison Rinehart	Pre-K	Parent
Kim Browning	Kindergarten	Parent
Sarah Frech	Grade 1	Parent
Dawn VanMeter	Grade 2	Parent
Helen Ridenour	Grade 3	Parent
Christina Tippen	Grade 4	Parent
Jackie McFarland	Grade 5	Parent
Hannah Eisenhour	Title I	Family Engagement Coordinator
Laura Michael	Central Office	Title I School Support Specialist

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As a schoolwide Title I school, Flintstone Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

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

- I – Shared decision-making opportunities
- II – 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/family engagement activities
- V – Activities that promote a positive environment of high expectations shared by home and school

Flintstone accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent /Family Engagement Plan with the district's Parent/Family Engagement Plan.

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on MCAP 2020.

Action Plan			
Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. 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. Parents are invited in a variety of ways to provide input into the plan.	Spring Meeting, Annual Meeting	Sharon Morgan, Principal

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➤ The SIP is available for parent review and input at any time.	A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	January, monthly newsletters	Sharon Morgan, Principal
➤ The Parent/Family Engagement Plan 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, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	Spring Meeting, Annual Meeting	Sharon Morgan, Principal
➤ 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.	January Newsletter	Sharon Morgan, Principal
➤ With parents, develop a written School Parent 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 School Parent 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.	Spring Meeting, Annual Meeting	Sharon Morgan, Principal
II. 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 the	Information is shared by powerpoint presentation.	August 27, 2019	Sharon Morgan, Principal

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school will provide for parental/family engagement.			
III. Building Parental Capacity <ul style="list-style-type: none"> ➤ Provide assistance to parents 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 parents improve their children's academic achievement. ➤ Educate school personnel on how to work with parents as equal partners in their child's education. ➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc. ➤ Ensure information is presented in a format and/or language parents can understand. 	<p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p>	October 7, 2019	Classroom Teachers
	<p>The following events are planned for this school year:</p> <ul style="list-style-type: none"> -Math/ELA/STEM Events during the school day -Seussabration 	TBD	School Improvement Team, Angela Fentress and Kelly Miller, Co-chairs
	<p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input.</p>	TBD	TBD
	<p>The following programs provide opportunities to increase parent/family engagement:</p> <ul style="list-style-type: none"> -Health Department provides dental and flu vaccine clinics. -Allegany County Library provides information. -Circle of Friends newsletter -Judy Center activities announced 	Throughout year	Sharon Morgan, Principal
	<p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents.</p>	ongoing	Sharon Morgan, Principal Classroom Teachers Hannah Eisenhour, Family Engagement Coordinator

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<ul style="list-style-type: none"> ➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities. 	Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.	ongoing	Sharon Morgan, Principal Classroom Teachers Hannah Eisenhour, Family Engagement Coordinator
IV. Review the Effectiveness <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental/family engagement activities will be reviewed. 	Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The School Improvement Team reviews the effectiveness of the parental/family engagement activities.	ongoing	Sharon Morgan, Principal, Angela Fentress and Kelly Miller, SIT Co-Chairs, Classroom Teachers, Hannah Eisenhour, Family Engagement Coordinator
V. Joyce Epstein's Third Type of Parent Involvement <ul style="list-style-type: none"> ➤ Volunteering 	Parents are given the opportunity to volunteer in a variety of ways: -Outdoor School Chaperones -Weekly Volunteer Workshops with Family Engagement Coordinators -School Improvement Team -Morning Math -Classroom Activities -Holiday Events -Field Day	TBD Tuesdays ongoing	Sharon Morgan, Principal, Angela Fentress and Kelly Miller, SIT Co-Chairs, Classroom Teachers, Hannah Eisenhour, Family Engagement Coordinator

XII. Professional Community for Teachers and Staff- Standard 7

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

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1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Understanding the Co-Implementation Model	October 10, 2019 45 minute sessions Flintstone Elem	Grade level teachers, Intervention teacher, Inclusion teacher, Counselor, Administration	Improved collaboration with grade level, intervention, inclusion teachers and support staff	Understanding the various models in co-implementation	Documentation from collaborative team meetings (weekly) Lesson plans which show use of models within classrooms
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Concrete, Representational, Abstract	Monthly Team Meetings with Math Specialist Beginning Oct. 28	Classroom Teachers Pre-k- 5, Intervention Teacher and Special Education Staff	Teachers will be able to utilize the highly effective instructional strategy: Concrete, Representational, Abstract in their classrooms.	Teachers will learn how to move students from the “concrete” actual manipulation stage to the “seeing” students draw images to the “symbolic” stage in which students use numbers and symbols to solve word problems.	Documentation from collaborative team meetings (weekly) Lesson plans which show use of CRA within classrooms
3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

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Using consistent math strategies across the grade levels	Monthly team meetings with math specialist beginning in October	Classroom Teachers Pre-k- 5, Intervention teacher and Special Education Staff	Students will gain a better understanding of strategies they can use when presented with word problems and multi-step problems.	Teachers will use the CUBES strategy and Three Reads routine for problem solving to assist students with word problems as well as multi-step mathematical problems.	Use of CUBES posters and bookmarks with the students during instruction as noted in lesson plans and observed in student use Use of 3 Reads routine weekly in all classrooms as noted in lesson plans as well as use in monthly word problems for administrative SLOs. Documentation from collaborative team meetings (weekly)
Restorative Practices	Nov. 1, 2019 and ongoing	All staff	Staff will use restorative practices to address behavior concerns and reduce the number of office referrals to address the needs of students and to improve relationships with students and families.	Staff members will learn techniques for facilitating conversations about behaviors/incidents to improve communication as well as to teach skills children need to make better choices for behavior.	Discussions/participation of staff in ongoing training sessions Reduction of students identified as Tier II and Tier III Reduction of office referrals

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XIII. Management Plan

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

The plan will be shared with the faculty/staff at a SIT meeting in November, 2019. All faculty/staff will have access to the plan when it is posted on the school website as well as sharing it in Google Drive. The plan will be monitored throughout the year by the school improvement/leadership team. Assessment documentation will be used to update the plan and make revisions as needed.

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

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 discussions regarding implementation and progress.

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

Classroom teachers have the opportunity to serve on the School Improvement Team where data is monitored regularly. Assessment data will be discussed in team meetings, as it is available. Teachers will be responsible for implementing the math strategies taught and using the anchor charts provided. Teachers will also be responsible for reading the monthly theme text and collecting data through student responses.

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

Student data will be collected through monthly MCAP tasks that will be collected by teachers and evaluated at SIT meetings. The leadership team will be responsible for planning for the needs of students based on the results. Students will be responsible for responding to a monthly theme question. These responses will be brought to SIT meeting to be evaluated, and like with math, the leadership team will be responsible for planning for the needs of students. Data will also be collected and monitored from quarterly benchmark tests, Imagine Math, math journals, monthly text dependent questions, and quarterly reading inventories.

5. How will administration monitor the plan?

Mrs. Morgan is a team member of the leadership team. She will be monitoring the goals alongside the other members of the leadership team. She will also be observing in classrooms to ensure that teachers are teaching the math strategies and reading the monthly theme text. Mrs. Morgan will communicate frequently with teachers to meet any needs and to answer any questions. She will also communicate with the math and ELA specialist to make certain that they are meeting the needs of the teachers and providing resources.

6. 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/revisions to the plan.

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<u>Name (Print and Sign)</u>	<u>Affiliation/Title</u>
Sharon Morgan <i>Sharon Morgan</i>	Principal
Angela Fentress <i>Angela Fentress</i>	Media Specialist/SIT Co-Chair
Kelly Miller <i>Kelly Miller</i>	Teacher/SIT Co-Chair
Matthew Crawford <i>Matthew Crawford</i>	Parent Representative
Sarah Frech <i>Sarah Frech</i>	Parent Representative
Steve Nelson <i>Steve Nelson</i>	Community Representative
Cheyenne Winebrenner <i>Cheyenne Winebrenner</i>	Teacher
Lisa Watson <i>Lisa Watson</i>	Teacher
Linda Lewis <i>Linda J. Lewis</i>	Teacher
Jo-Nel Geyer <i>Jo-Nel Geyer</i>	Teacher
Allison Shook <i>Allison Shook</i>	Teacher
Cassie Smith <i>Cassie Smith</i>	Teacher
Kristi Athey <i>Kristi Athey</i>	Teacher
Tina Kimmell <i>Tina Kimmell</i>	Teacher
Reid Smith <i>Reid A. Smith</i>	Teacher
Lisa Wilson <i>Lisa Wilson</i>	Teacher
Kendra Braithwaite <i>Kendra Braithwaite</i>	Teacher
Audriana Beckman <i>Audriana Beckman</i>	Teacher
Laura Michael	Title I Specialist, Central Office Staff