

**Flintstone Elementary School Performance Plan At-a-Glance
Executive Summary
SY19-20**

Introduction

In alignment with the goals and priorities of Prince George's County Public Schools (PGCPS), the School Performance Plan (SPP) allows for a transparent and collaborative school improvement process with a focus on student achievement.

The SPP is designed to engage school leaders and stakeholders in a structured data analysis process that leads to the creation of SMART Goals targeted to impact student achievement. Through the successful utilization of the SPP, schools are able to assess, plan, and monitor targeted improvements in challenge areas.

School Profile				
Flintstone Elementary School Performance Plan		School Code	School Designation	
School Name	Flintstone Elementary School	1208	Tite 1	G3
School Address	800 Comanche Drive, Oxon Hill, MD 20745			
Local School System (LSS)	Prince George's County Public Schools			
Grades Served	Pre-K, K-5			
Principal's Name	Brandi Stinson			
Principal's Email Address	brandi.mitchell@pgcps.org			
School Phone Number	301-749-4210			
Principal Supervisor's Name	Dr. Maria Smith			
Principal Supervisor's Email	msmith1@pgcps.org			
School Vision & Mission				
Vision	<p><u>The Beacon of the South!</u> Flintstone Elementary School will build a culture that inspires students, staff, and the community to be the social activists, environmental protectors, artists, innovators, and academics of the future. Working collaboratively with all stakeholders, Flintstone will ensure our school is a place where everyone feels safe, needed, and cared for every day. We proudly proclaim our strength in diversity, and through equity and social justice, we will provide students varied opportunities to reach their fullest academic and character potential through a rigorous education program.</p>			

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Mission	<p>In order to prepare students to meet the demanding and rigorous expectations of being college and career ready and to be active and productive members of the global community while meeting the academic, cultural, and social needs of individuals from the diverse backgrounds of our community, Flintstone Elementary School will:</p> <ul style="list-style-type: none">● Build academic literacy for students through rigorous, mentally-engaging lessons● Build academic literacy for parents through engagement in parent visitation days and parent nights● Provide needed supports and professional developments to all staff members● Provide academic supports for all students● Provide supportive, collegial, and rigorous opportunities for teacher reflection
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Identification of 3 Priority Challenges, SMART Goals, & Focus Area Identification		
Identify Prioritized Challenges Statements	SMART Goal	Focus Areas
What are the 3 prioritized challenge statements?		What will we focus on to address this challenge?
<p>1 Students are making limited progress in their ability to meet or exceed literacy benchmarks (DRA, MCAP and MAP-Growth).</p>	<p>The overall grade level percentile rank on MAP-R for grades 2, 3, 4, and 5 will increase by 3 from the Fall 2019 administration to the Spring 2020 administration.</p> <p>(2nd Grade - increase by 3 percentiles) (3rd Grade - increase by 3 percentiles) (4th Grade - increase by 3 percentiles) (5th Grade - increase by 3 percentiles)</p>	<p>Professional Learning Communities (PLC) to build general educator, ELL educator and Special Educator capacity specific to Literacy content and best practices.</p> <p>Literacy achievement with a focus on foundational skills, deeper reading understanding of text and transference of skills and content in both reading and writing.</p> <p>Parent Academies that focus on Assessment Literacy, Shared Accountability and helping students at home.</p> <p>i-Ready diagnostic assessment for grades 2-5 to provide intervention strategies for struggling and enhancement opportunities for excelling students in reading.</p> <p>Departmentalization in grades 3-5 for educator opportunities to become content</p>

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			<p>and planning experts for their assigned subject areas. Departmentalization in grades 3-5 in which educator selection was based on subject and content area strength to provide equity and equality of instruction for all students to mitigate educator experience and content deficits in Reading and Language Arts.</p>
<p>2</p>	<p>Students are making limited progress in their ability to meet or exceed mathematics benchmarks (MCAP, County Benchmarks and Unit Assessments).</p>	<p>On the May 2020 administration of the MCAP Math, students meeting or exceeding expectations (Level 4 or 5) will increase by 3%</p>	<p>Professional Learning Communities (PLC) to build general educator, ELL educator and Special Educator capacity specific to math content and best practices.</p> <p>Mathematics achievement with a focus on understanding content standards and instructional tools for the “Mathematical Practices.”</p> <p>Parent Academies that focus on Assessment Literacy, Shared Accountability and helping students at home.</p> <p>i-Ready diagnostic assessment for grades 2-5 to provide intervention strategies for struggling and enhancement opportunities for excelling students in mathematics.</p> <p>Departmentalization in grades 3-5 for educator opportunities to become content and planning experts for their assigned</p>

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			<p>subject areas.</p> <p>Departmentalization in grades 3-5 in which educator selection was based on subject and content area strength to provide equity and equality of instruction for all students to mitigate educator experience and content deficits in Mathematics.</p>
<p>3</p>	<p>ELL students are making limited progress in their ability to meet or exceed literacy benchmarks (ACCESS, DRA, MCAP and MAP-Growth).</p>	<p>On the May 2020 administration of the MCAP Reading and Math, ELL students meeting or exceeding expectations will increase by 3%</p>	<p>Professional Learning Communities (PLC) to build teacher capacity specific to best practices and strategies surrounding ELL learners.</p> <p>ELL focused best practices on vocabulary acquisition, Universal Design for Learning, Cultural Competence, Speaking, Listening Reading and Writing.</p> <p>ESOL Data Coach</p> <p>WIDA Access training for all educators for assessment literacy and understanding.</p> <p>Parent Academies that focus on Assessment Literacy, Shared Accountability and helping students at home.</p> <p>Year 2 implementation of Newcomers class to acclimate new to country students to the educational expectations and</p>

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			<p>program that will prepare them for Reading instruction.</p> <p>Imagine Learning Program for ELL students to increase literacy achievement for ESOL students.</p>
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