

Allegany County Public Schools
2025-2026 School Improvement Plan for Non Title I Schools

School: Parkside Elementary

Principal: Tracey Wharton

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I. VISION, MISSION, AND CORE VALUE

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Mission Statement

The Parkside Elementary School faculty and staff believe that all students can grow intellectually, personally, emotionally, socially, and physically. We believe that each of these dimensions is equally important to the total well-being of the individual. Together with parents and other partnerships, it is our goal to focus attention on each of these areas in order for every student to become a responsible and productive citizen.

Vision

Parkside Elementary School will develop our children, our staff, our parents, and our community. We will strive to model and teach divergent thinking, responsibility, respect, and safety. Staff will promote open and honest communication between colleagues, students, parents, and our community. By accessing skills and knowledge from a variety of resources, students will receive appropriate instruction with necessary support to promote individual success.

Core Values

“Living, Laughing, Loving, Learning, Working Together; Making a Difference.” This sentiment serves as a way to share the deep belief that we have in the value of partnership within our learning community and reminds us daily that the team effort will guide our students to success.

- Forming a strong partnership with parents and community members positively impacts student achievement.
- High expectations are critical to student success.
- Collaboration and critical thinking skills are foundational to producing lifetime learners.
- A safe, nurturing environment fosters student growth.
- Instruction must be differentiated in order to meet the diverse student learning needs.
- The development of a growth mindset in both staff and students is crucial to attaining a student's full potential.

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2024-2025 MD Report Card Star Rating (the number represents stars earned)	1	2	3	4	5
	No			Yes	
Is this school identified as Target Support of Improvement (TSI) ?	x				
If yes, state the identified subgroup(s).					
Is this school identified as Additional Target Support of Improvement (ATSI) ?	x				
If yes, state the identified subgroup(s).					
Is this school identified as Comprehensive Support and Improvement (CSI) ?	x				
If yes, state the identified area.					
Is this school identified as Low Performing?	x				

A response of yes to any of the above requires the plan to include specific focus of the identified subgroup(s). Goals should be specific with evidence based practices supporting the strategies and action steps. The process must ensure that all teachers are implementing the strategies to fidelity. Documentation must include ongoing monitoring of progress and improvement.

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II. SCHOOL DEMOGRAPHICS

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A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	3	16	19
Itinerant staff	6		6
Paraprofessionals	2	4	6
Support Staff		3	3
Other	10	6	16
Total Staff	21	30	51

Number of years the principal has been in the building?

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	15	7.9
Hawaiian/Pacific Islander	<10	
African American	12	5.5
White	162	74.6
Asian	<10	
Two or More Races	26	12.0
Hispanic/ Latino	<10	
Special Education	45	20.7
LEP	<10	
Males	111	50.7
Females	106	48.4
Gender X	N/A	
Total Enrollment	217	
FARMS Rate (2024-2025)		83.86

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	92.9	93.6	93.6
Grade 1	92.6	92.8	93.7
Grade 2	92.8	93.1	92.4
Grade 3	93.2	93.0	94.4
Grade 4	93.3	94.2	93.9
Grade 5	92.4	94.6	93.2

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	92.0	93.2	93.1
Hispanic/Latino of any race	93.8	95.2	92.2
American Indian or Alaska Native	N/A	N/A	N/A
Asian	95.6	93.1	95.2
Black or African American	90.1	90.5	88.3
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	92.0	93.5	93.7
Two or more races	92.6	91.7	91.0
Male	93.0	94.0	93.5
Female	90.8	92.2	92.8
EL	96.1	96.3	89.0
Special Education	91.8	93.7	91.1

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Free/Reduced Meals (FARMS)	90.6	91.6	91.1
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Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	75	74.4	80.5
Report Card Points Earned (out of 15)	7	6.5	9

ATTENDANCE FOCUS AREA	
Grade Band (s) or Subgroup (s)	Black or African American
Focus Area Goal	Decrease the percentage gap between the Aggregate (93.1%) and the Black or African American subgroup by 2 points.
Root Cause(s):	Family instability, social/emotional situations, lack of clothing and/or transportation (if bus is missed)
Barriers:	Parent/Guardian support, social emotional regulation, no access to transportation
Needed Resources:	ACPS Mental Health Therapist, School Counselor, Family Assistance, Community School Partners
Strategies	• Create an atmosphere to make attendance seem important by sending positive messages about attendance in newsletters, Class Dojo, and through daily greetings and check-ins with students. • Recognize good and improved attendance through classroom rewards and individual incentives for targeted students. • Strengthen the home–school connection through phone calls offering support for families of students who have chronic absences, and by connecting families with transportation, clothing, or a alarm clock assistance.

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How will it be funded?	School funds and community funds will be used as needed to help support our attendance strategies.
Steps towards full implementation with timeline:	Each of these are ongoing throughout the year.
Monitoring Procedure:	Monthly attendance reports will be discussed at the PST meetings. Each week the team will look at individual student absences and determine necessary follow up based upon reasons for absences.

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	FARMS and SPEC ED
Focus Area Goal	Decrease the percentage gap between the Aggregate (93.1%) and the Spec Ed and FARMS subgroups (both 91.1%).
Root Cause(s):	Family circumstances, academic difficulties, social/emotional situations, transportation issues
Barriers:	Parent Guardian support, social/emotional regulation, no access to transportation if bus is missed
Needed Resources:	ACPS Mental Health Therapist, School Counselor, Family Assistance, Community School Partners
Strategies:	• Make students feel important, safe, and rewarded by sending positive messages about attendance in newsletters, Class Dojo, and through daily greetings and check-ins with students. • Recognize improved attendance through classroom rewards and individual incentives for targeted students. • Strengthen the home–school connection through phone calls offering support for families of students who have chronic absences, and by connecting families with transportation, clothing, or alarm clock assistance. • Provide additional academic support to identified students through after-school tutoring, LAP teacher assistance, school counselor academic support strategies, and the peer tutoring program.
How will it be funded?	School funds and community funds will be used as needed to help support our attendance strategies

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Steps towards full implementation with timeline:	Each of these are ongoing throughout the year.
Monitoring Procedure:	Monthly attendance reports will be discussed at the PST meetings. Each week the team will look at individual student absences and determine necessary follow up based upon reasons for absences.

IV. GRADUATION RATE– High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	77	76	150
All Suspensions	0	4	0
In School	0	0	0
Out of School	0	4	0
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	0	0	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.

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The 2024-2025 school year's discipline referrals showed a significant increase. Eight students (3.6%) represented 50% of the referrals. Fifty (33%) of the referrals came from buses.. Seventy-nine of the referrals (53%) came from Prek (29) and K(50) students. Seventy of the referrals are related to disrespect and 35 involve physical aggression to another student and 10 physical aggression to staff members.

Strategies to help decrease the number of referrals involve Social Emotional Learning Activities being integrated into the general classroom as well as in the Tier 1 Guidance Lessons especially in the early childhood environments. Check in/Check Out is being used to motivate students having difficulty in a particular area but specifically those struggling to maintain successful behavior. To decrease the number of bus referrals, we have implemented a behavior incentive plan that involves a grade 5 bus monitor. When students follow the rules going home and arriving, the bus monitor will color in a square. Students earn a prize when all squares are colored. Teachers are encouraged to use pro-active strategies to help students regulate their behavior. Prior to escalation, the LAP teacher or school counselor should be called upon to intervene with students demonstrating frustration. Our PBIS team meets monthly to examine behavior data and plan incentives and activities to encourage positive behaviors.

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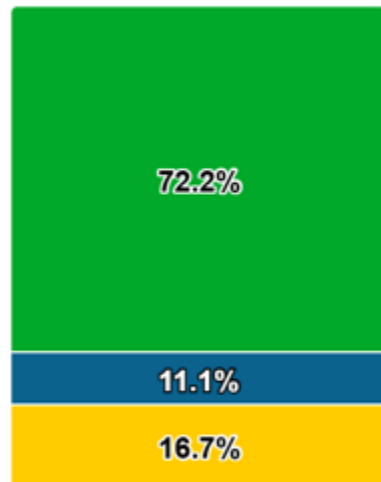
VI. EARLY LEARNING

A. Kindergarten Readiness

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Star Early Literacy Proficiency Rate (District Benchmark)

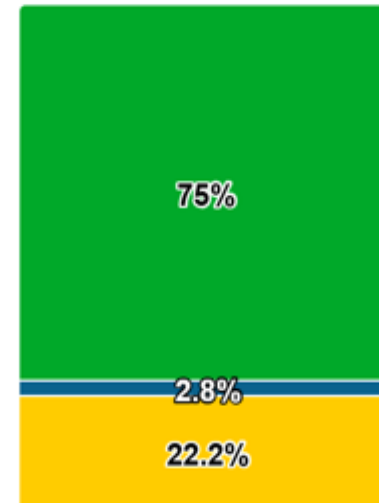
Fall 2025-2026



- Established Skills
- Developing Skills
- Beginning Skills

Star Math Proficiency Rate (District Benchmark)

Fall 2025-2026



- Established Skills
- Developing Skills
- Beginning Skills

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

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school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

MATH- 75% of kindergarten students scored at or above the district benchmark in Star Math, with 27 out of 36 students meeting this mark. The performance distribution shows 75% of students with established skills (at/above 40th percentile), while 22% showed beginning skills (below 25th percentile).

Focus area:

Support the 8 students showing beginning skills to strengthen their early math foundation, as this represents nearly a quarter of the kindergarten class. Goal: 3 of the 8 (37.5%) students to reach proficiency from the BOY to the EOY performance.

Kindergarten teachers will continue to implement i-Ready Classroom instruction as well as i-Ready Math Pathways and differentiated teacher assignments. In addition, use of the following strategies: number talks, small group instruction, math unit assessments, Math Reads, use of math manipulatives, integration of music and math concepts and in transition times, and implement socialization skills into math activities.

ELA- In Fall 2025-26, 72% of Kindergarten students scored at or above the district benchmark on Star Early Literacy 72% of students demonstrated established skills (at or above 40th percentile), while 1% showed developing skills (25th-40th percentile) This represents 26 out of 36 total Kindergarten students meeting the district benchmark. The remaining 17% (6 students) scored in the beginning skills range (below 25th percentile) A fairly significant gender gap appears between the ELA proficiency rates of males (85.7%) and females (55.3%)

Focus area:

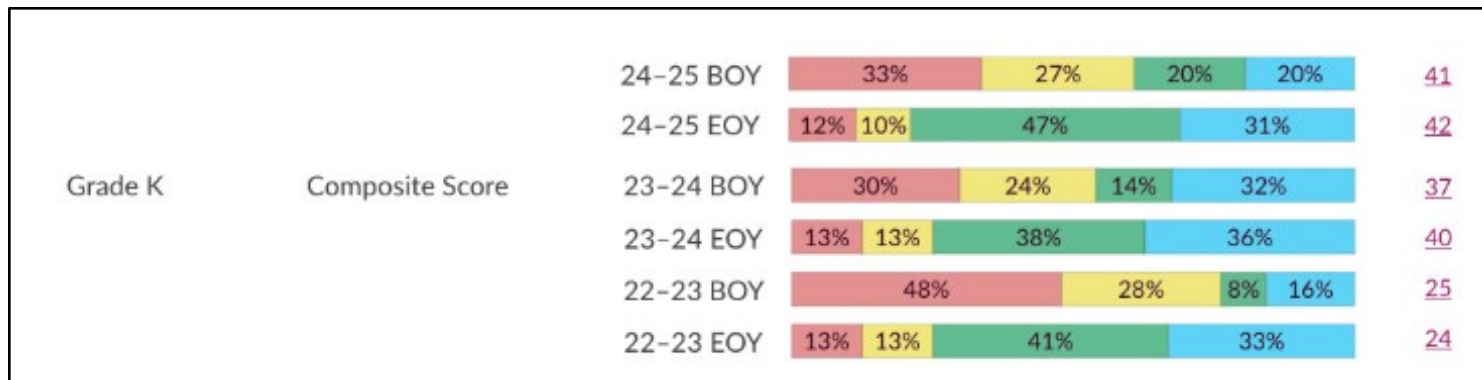
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Increase girls' early literacy skills to decrease the gap by 15% with boys by the end of the school year. To monitor this goal, classroom teachers, the intervention teacher, administration and Literacy Coach will meet regularly to analyze DIBELS benchmark and progress monitoring data, as well as CKLA unit assessments, with a focus on females.

To address this gap, K and Prek teachers will implement instructional adjustments such as: small groups focusing on girls' identified areas, increasing oral participation opportunities for girls (turn and talk, partner reading, 'leader of the day'), using girl-inclusive texts and activities that build connection and confidence, and embed literacy into dramatic play and art centers to increase engagement.

B. Dibels K2



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Grade 1	Composite Score	24-25 BOY	23% 16% 38% 23%	<u>39</u>
		24-25 EOY	14% 9% 33% 44%	<u>36</u>
		23-24 BOY	15% 30% 29% 26%	<u>27</u>
		23-24 EOY	17% 13% 33% 37%	<u>24</u>
		22-23 BOY	36% 19% 30% 15%	<u>27</u>
		22-23 EOY	12% 20% 40% 28%	<u>25</u>

Grade 2	Composite Score	24-25 BOY	33% 17% 29% 21%	<u>24</u>
		24-25 EOY	32% 12% 36% 20%	<u>25</u>
		23-24 BOY	25% 8% 46% 21%	<u>28</u>
		23-24 EOY	21% 11% 36% 32%	<u>28</u>
		22-23 BOY	24% 7% 31% 38%	<u>29</u>
		22-23 EOY	20% 47% 30%	<u>30</u>

Population	Measure	Levels	Students
Population selected	Reading Fluency (ORF)	24-25 BOY	42% 41% 13% <u>24</u>
		24-25 EOY	44% 8% 32% 16% <u>25</u>
		23-24 BOY	29% 11% 42% 18% <u>28</u>
		23-24 EOY	25% 21% 32% 22% <u>28</u>

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K-2 AREA 1:	Literacy - Oral Reading Fluency
Focus Area Goal	The goal is to improve the proficiency rate of 2nd grade students by 10% in ORF. • 2025-2026 BOY 2nd grade ORF Data shows 61% at or above benchmark • Data trends for 2nd grade ORF ○ 2024-2025 BOY 54% were proficient in ORF vs 48% at EOY ○ 2023-2024 BOY 60% were proficient in ORF vs 54% at EOY
Root Cause(s):	• The previous year's reading program taught a limited number of tricky/high frequency words, which affects oral reading fluency. • Lack of vocabulary and background knowledge in previous year's reading program. • Limited practice in applying decoding skills. • Some students are still working on early foundational literacy skills which will cause difficulties with reading fluency.
Focus Early Literacy Component:	Accurate and Fluent Oral Reading
Barriers:	• This is the first year of CKLA implementation, so there have been skill gaps identified as students move from 1st grade to 2nd grade. • Difficulty finding ample opportunities for small group fluency practice.
Needed Resources:	• Opportunities to collaborate with the Literacy Coach to identify areas within the Skills Strand instruction where fluency skills can be reinforced and practiced.
Strategies and/or evidence -based interventions:	• CKLA unit assessments and DIBELS ORF data will help identify students needing additional Tier II fluency instruction. • Collaborative planning will allow teachers to meet with the Literacy Coach to internalize skills strands and skills lessons, identify the scope and sequence of phonics skills, and areas within the Tier 1 program and Tier II additional supports where fluency with words, phrases, sentences, and text can be practiced. • Provide students with opportunities for additional practice in decodable readers to build fluency
How will it be funded?	County funding for established programs
Steps towards full implementation	• Monthly collaborative planning with the Literacy Coach focusing on unit and lesson internalization with a focus on Tier 1 instruction and additional supports in fluency.

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with timeline:	• Follow the county DIBELS progress monitoring and benchmark schedule • Mid cycle data meetings and benchmark data meetings will be held following the county schedule
Monitoring Procedure:	• Students will be administered the DIBELS screener in September, January and May for benchmark scores. Analysis of ORF in 2nd grade will be a focus. • Students scoring in the strategic range on DIBELS benchmarks will be progress monitored tri-weekly and students scoring well below will be progress monitored bi-weekly per the county assessment schedule. Data will be analyzed for ORF progress according to the county mid cycle data meeting schedule.. • Mid-cycle data meetings will be held in November and March to review progress monitoring data to identify 2nd grade students not making proficient progress in oral reading fluency and change the intervention approach accordingly. • Collaborative planning agenda and notes will indicate the focus of the meetings. • Walk throughs focused on fluency after collaborative planning.

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VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

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

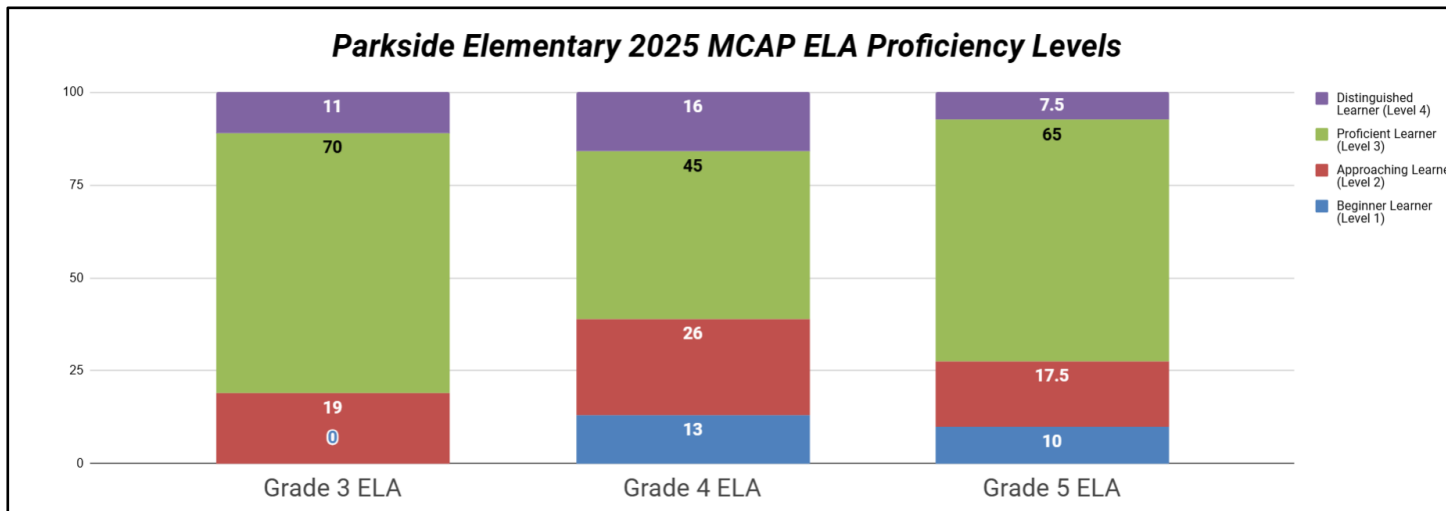
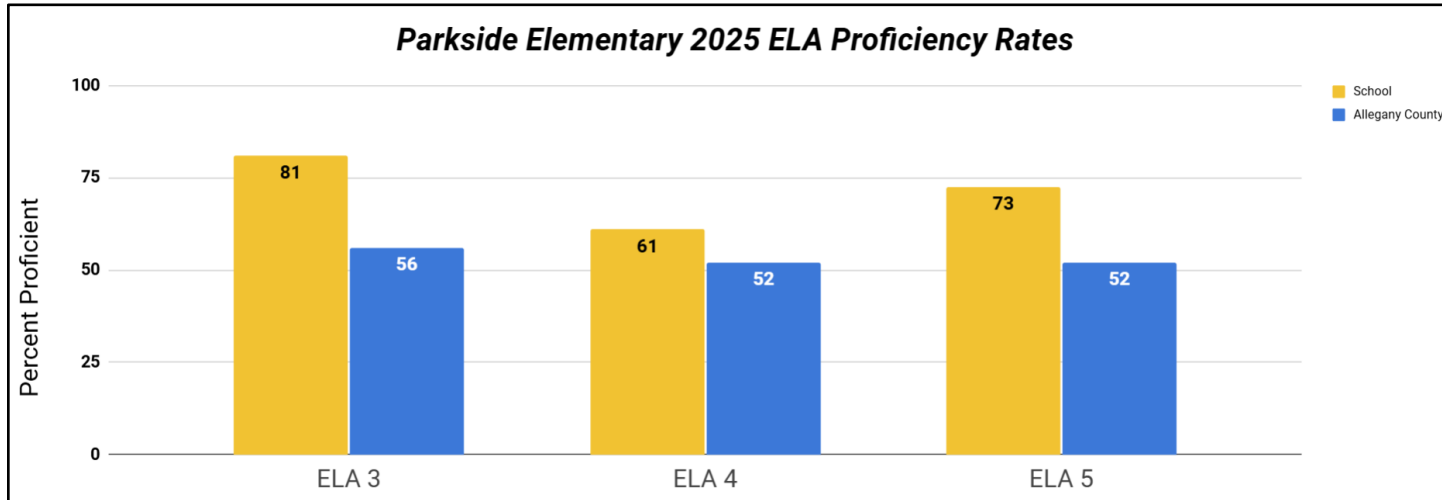
Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	3.5	3.6
ELA Average levels out of 5	3.5	3.5
ELA Growth out of 12.5	8	5
Total ELA Report Card Points out of 22.5	15.0	12.1

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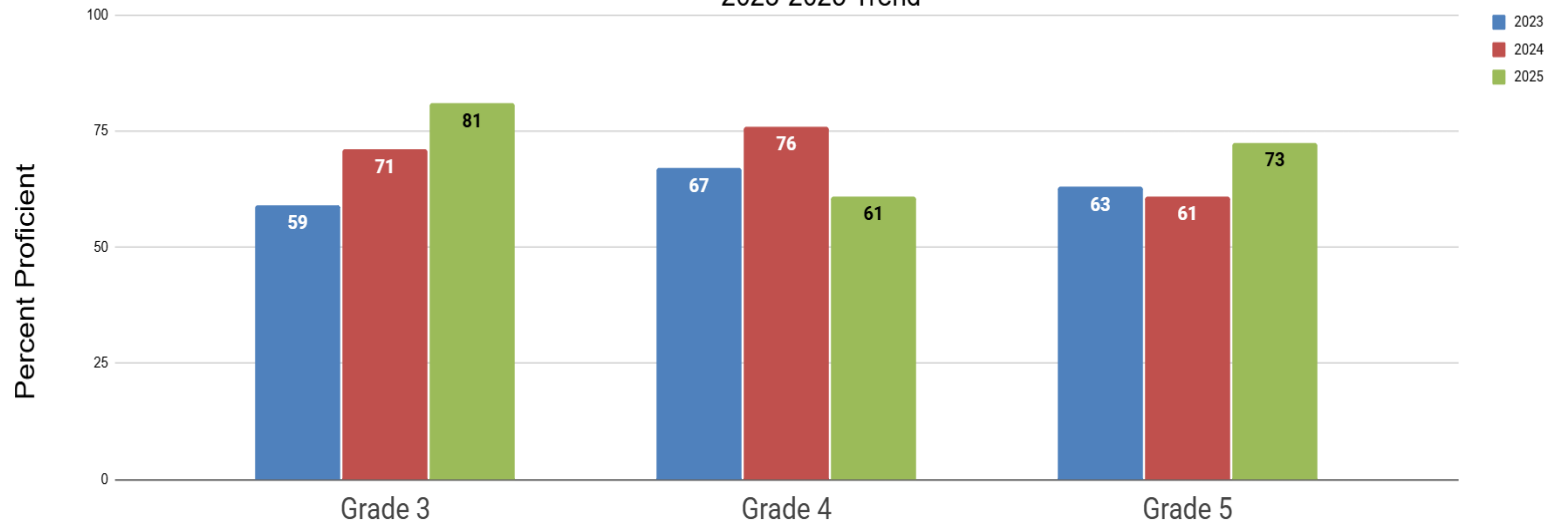
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



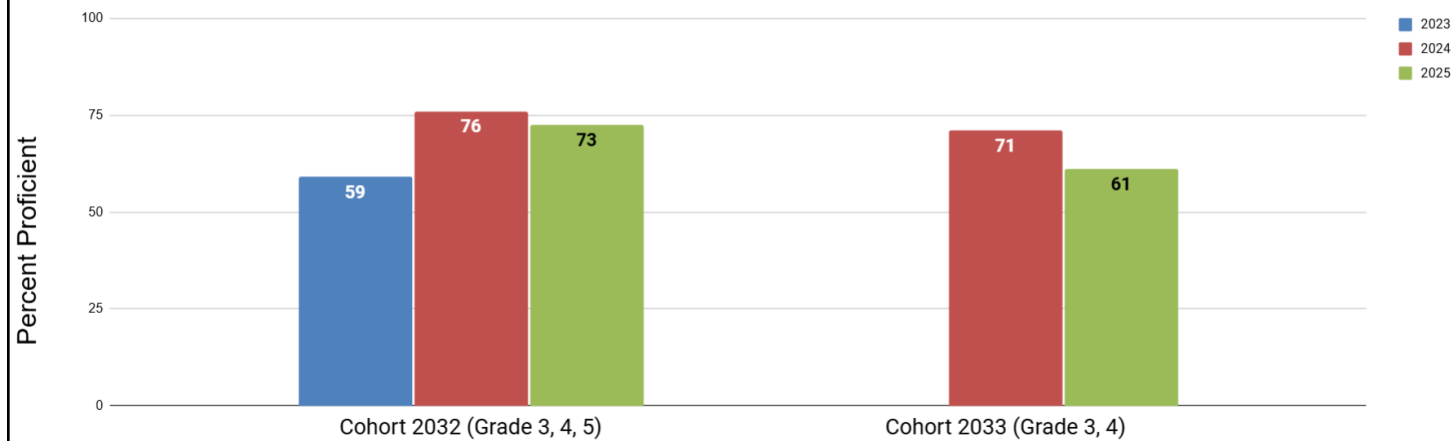
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Parkside Elementary ELA Proficiency Trend

2023-2025 Trend



Parkside Elementary ELA Cohort Proficiency Growth



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2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Written Expression
Focus Area Goal	The goal is to increase student proficiency rate in written expression in grades 3 (38%), 4 (22%), and 5 (22%) by 5% on the 2025-2026 MCAP ELA assessment. (Based on School Evidence Statement Analysis)
Root Cause(s):	• An MCAP rubric is not utilized consistently throughout the year for written assignments. • Teacher feedback reported student's lack of writing stamina. • Teacher feedback reporting students lack of understanding of writing prompt expectations • Former writing instruction with the previous K-2 ELA program did not follow the science of writing principles. • Inconsistent instruction with the previous ELA program and opportunities for written expression based on what students read.
Focus Content Standard(s):	W1 MCCR Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W2 MCCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W3 MCCR Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W4 MCCR Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W9 CCR Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. RI10 MCCR Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Barriers:	• Inconsistent use of writing foundational skills (grammar, spelling, mechanics, incomplete thoughts/ideas or sentences) • Different levels of criteria for written conventions across grade levels • Students' resistance to applying the reading-writing (typing) connection in expression of ideas, reactions,

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	and solutions. - Students are not confident in identifying text evidence in support of claims or prompts and struggle to communicate what they do identify in cohesive writing. - End of year DIBELS assessment: grades 3-5, there were 29% of students in grades 3-5 who were below/well below benchmark level.
Needed Resources:	- Professional Development for CKLA writing. - Opportunities to identify ways to formatively assess students using CKLA activity book pages.
Strategies and/or evidence-based interventions:	- Collaborate with the literacy coach to analyze CKLA resources, such as ReadWorks and NewsELA and how they can support writing instruction within CKLA Tier I instruction, as well as writing strategies/opportunities and CKLA writing analysis at all grade levels. - Use of MCAP student rubrics/success criteria to assist students in monitoring their own progress toward grade level expectations - Utilize the SIT One Book One School, "Wild Robot," as a resource to engage students in written expression through responses to text-based questions. - Strengthen connection between reading and writing with increased amount of sustained writing to a specific topic.
How will it be funded?	County funding for established programs.
Steps towards full implementation with timeline:	- Monthly grade-level meetings to review performance and to score written responses using the MCAP rubric on Edcite and CKLA Unit assessments. - Implementation of the county's provided ELA pacing guide, specific to the writing section. - Grade 3-5 writing SLOs are embedded in Principal SLO
Monitoring Procedure:	- Regular planning with Literacy coach to analyze student work samples and performance on CKLA/Edcite assessments and various writing pieces. - Following benchmark assessments, student written responses will be monitored and graded using the MCAP rubric. - A BOY, MOY and EOY written response to a text will be analyzed and scored (SLO data)

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ELA FOCUS AREA 2:	Informational Text
Focus Area Goal	The goal is to increase the proficiency rate of grades 4 & 5 in reading informational text by 5% on the 2025-2026 MCAP ELA assessment. As 3rd graders, students scored below 60% proficiency on 5 out of the 6 reading informational standards assessed on the 2024/2025 MCAP ELA assessment. As 4th graders, students scored below 60% proficiency on 7 out of 8 reading informational standards assessed on the 2024/2025 MCAP ELA assessment.
Root Cause(s):	• Students in grades 3-5 did not have exposure to the CKLA Curriculum in grades K-2. Students did not have the opportunity to build content knowledge and vocabulary and make connections to content in grades K-2. • Lack of connections (limited background/limited vocabulary) needed to understand and engage in CKLA complex text. • CKLA does not provide enough two-part questions to support ELA informational standards questions (A/B questions). Students need more practice identifying “partial” answers rather than finding the whole sentence similar to CKLA questions.
Focus Content Standard(s):	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text

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	relevant to a grade 4 topic or subject area RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Barriers:	• Lack of informational text in the previous K-2 reading program. • Not ample time to utilize additional high-interest informational text (e.g. NewsELA, Readworks) with text dependent and rigorous questioning outside of CKLA curriculum and to make connections to it. • Not enough opportunities in CKLA for two-part questions to support this type of question
Needed Resources:	• Opportunities to collaborate with Literacy Coach, Intervention teacher and Special Educators • Opportunities to analyze student work with Literacy Coach using student work protocols. • Time to collaborate in vertical teams to identify the updated MCCRS informational text standards.
Strategies and/or evidence-based interventions:	• Additional opportunities for students to engage with informational text on the same topic to compare and contrast. • Collaborative planning with Literacy Coach specifically focusing on reading informational standards. • Use of Literacy Coach to collaborate with Grades 3-5 teachers to create and review MCAP-like, 2-part questions by enhancing lesson questions and CKLA essential unit questions.. • Using informal/formal assessments, small groups will be determined based on identified gaps in informational reading standards.
How will it be funded?	County funding for established programs.
Steps towards full implementation with timeline:	• Follow the county provided CKLA grades 3-5 pacing guides to ensure all lessons are taught. • Grades 3-5 administer all unit assessments on the edCite platform. Date ranges vary and are indicated on the county pacing guide. • Trace RI standards through grade level CKLA Units

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Monitoring Procedure:	● Monthly planning with Literacy coach to analyze student work samples and performance on CKLA/Edcite assessments, as well as identified formative assessments throughout each unit. ● Collaborate with grade level teachers to analyze written responses to unit level essential questions. ● Walk throughs using the CKLA walk through protocols focusing on small group instruction revolving around informational text.
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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 nonpass rate by 50% by the year 2030.

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

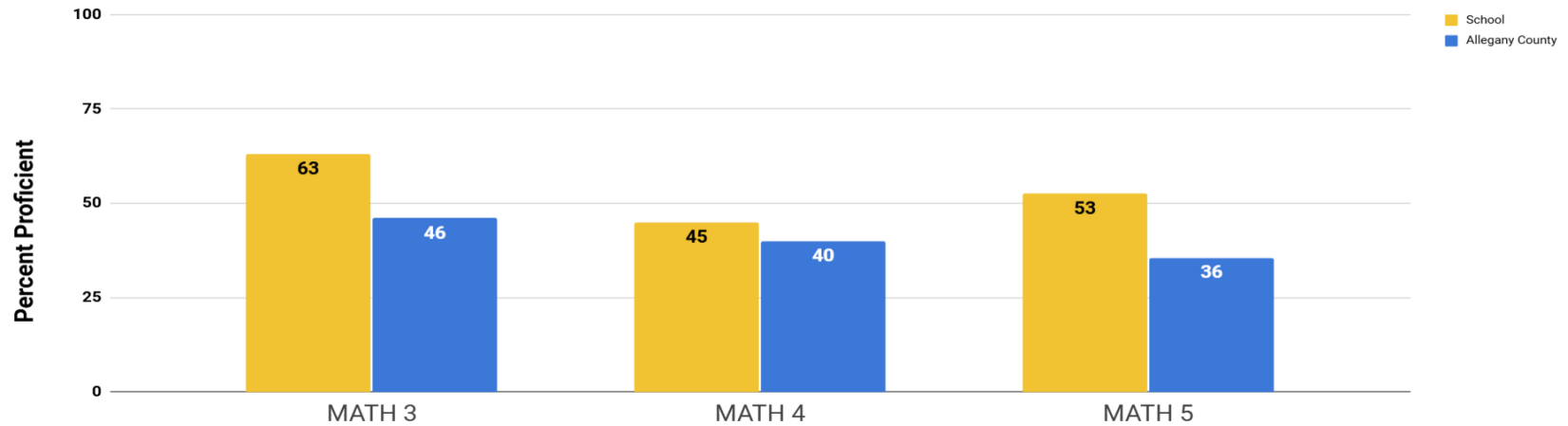
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	2.8	2.8
Math Average levels out of 5	3.1	3.1
Math Growth out of 12.5	9.0	7.5
Total Math Report Card Points out of 22.5	14.9	13.4

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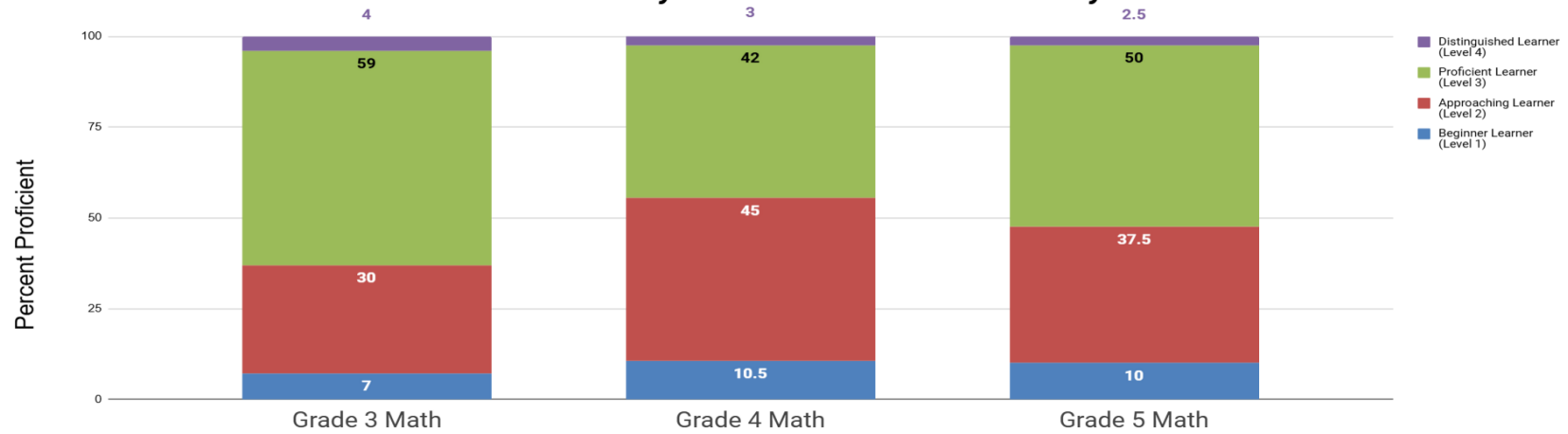
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Parkside Elementary 2025 Math Proficiency Rates



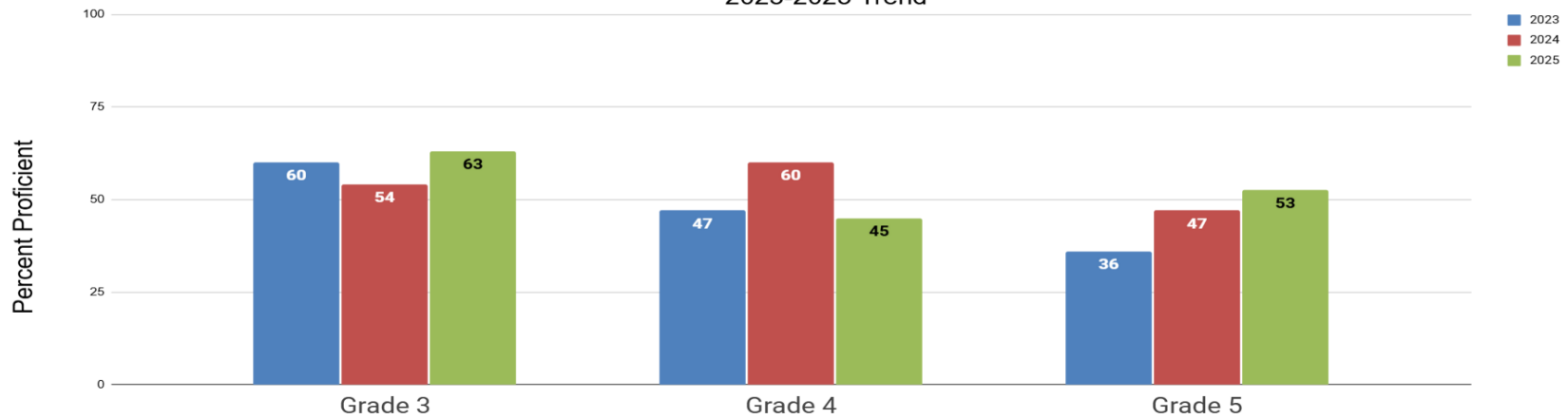
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Parkside Elementary 2025 MCAP MATH Proficiency Levels



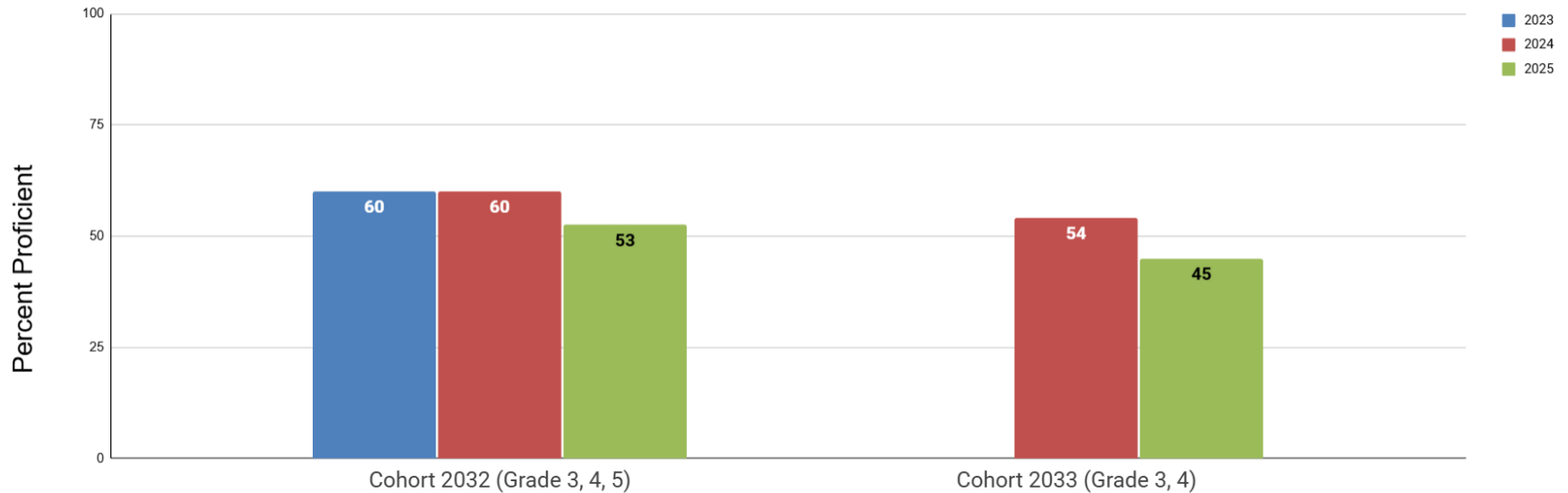
Parkside Elementary Math Proficiency Trend

2023-2025 Trend



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Parkside Elementary Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	Grade 3 and 4 MCAP Proficient Learner Growth
Focus Area Goal	To increase the percentage of Proficient Learners on the MCAP from 63%to 68%in Grade 3 and 45%to 63%in Grade 4.
Root Cause(s):	Based on the MCAP School Evidence Statement Analysis, Grade 3 and 4 scored below the state and county in a few standards. Lack of foundational math skills and fluency.
Focus Content Standard(s):	3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. 4.OA.A.3

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	Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
Barriers:	Teachers' expectations do not reflect the rigor of MCAP.. While reasoning and modeling rubrics are provided, student response examples are not provided by the state.
Needed Resources:	Additional MCAP performance tasks and rubrics Additional math fluency/basic facts activities
Strategies and/or evidence-based interventions:	• Intentional Small group instruction with the focus being on the standards identified on the Evidence Statement Analysis Report and the prerequisites to those standards in the lower grades. • Use of iReady Fluency Flight (four days per week) to improve math fact recall • Use of county provided spiral reviews
How will it be funded?	n/a
Steps towards full implementation with timeline:	• Increase use of the following: i-Ready: standardized practice test, standard mastery assessments, digital practice, and comprehension checks. • Achieve the Core and MCAP practice examples and rubrics • Track iReady pathway progress (minimum of two lessons passed per week) • Fluency drills to monitor progress on addition, subtraction, multiplication, and division facts., • Continue grade-level iReady incentives a specific number of lessons during a given time period) • Mid year - school-wide skip counting incentive
Monitoring Procedure:	Teachers and the Math Coach will analyze student growth based on assessments such as the three i-Ready diagnostics (The i-Ready MD CCSS report tracks students progress on specific standards), lesson quizzes and unit assessments, comprehension checks, and standard mastery assessments.

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MATH FOCUS AREA 2:	Grades 3, 4, and 5 MCAP Distinguished Learner Growth
Focus Area Goal	To increase the percentage of Distinguished Learners on the MCAP by 5% in Grades 3,4, & 5.
Root Cause(s):	One student earned the MCAP Performance Level of Distinguished Learner in grades 3, 4, and 5.
Focus Content Standard(s):	Modeling and Reasoning
Barriers:	Teachers' expectations do not reflect the rigor of MCAP. While rubrics are provided, student response examples are not provided by the state.
Needed Resources:	Additional MCAP performance tasks and rubrics Examples of student exemplars
Strategies and/or evidence-based interventions:	• Enrichment opportunities with the Math Coach weekly, focusing on completion of modeling and reasoning tasks. • Increase use of the following: i-Ready: standardized practice test, standard mastery assessments, digital practice, and comprehension checks. • Achieve the Core and MCAP practice examples and rubrics
How will it be funded?	n/a
Steps towards full implementation with timeline:	• Ongoing-usage of Standards Mastery, comprehension checks, lesson quizzes, and unit assessments • Weekly check-ins with students, teacher, and Math Coach to analyze progress within Modeling and Reasoning response MCAP questions • Ongoing- Data meetings with the Math Coach to monitor growth and progress after beginning, middle, and end of the year diagnostic (9/30/25, 1/27/26, 5/26/26)
Monitoring Procedure:	The teachers and Math Coach will meet and analyze student data obtained through i-Ready resources such as BOY, MOY, and EOY diagnostic, standard mastery assessments, comprehension checks, lesson quizzes and unit tests. Stretch growth will also be used to monitor progress toward Distinguished Learner.

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C. SCIENCE

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

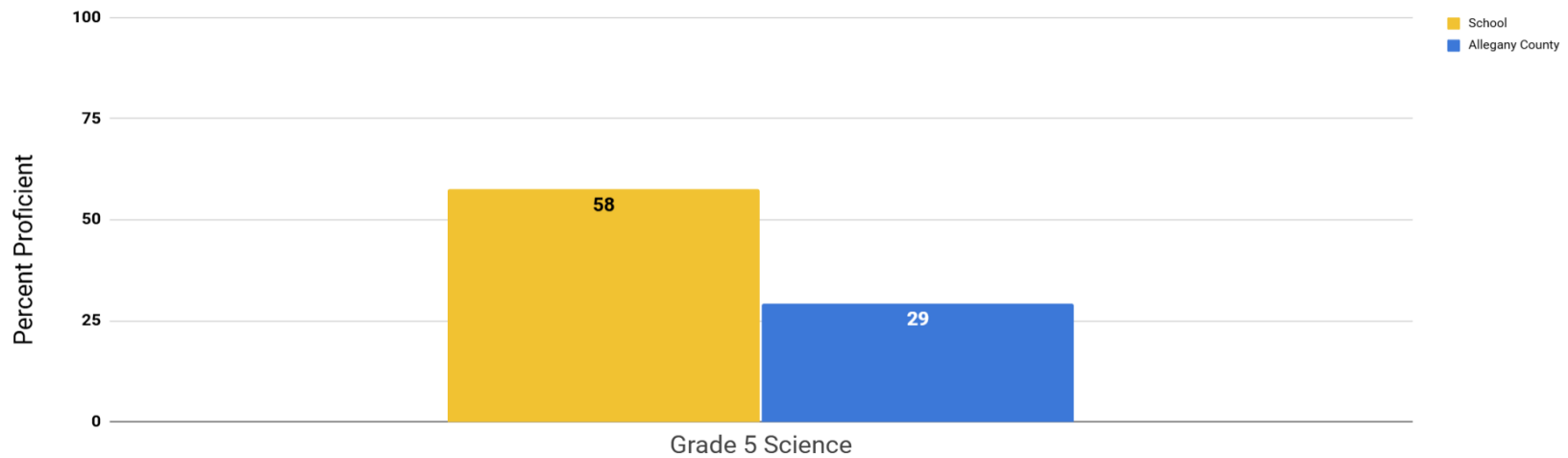
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 5	2.5	1.7	3.11

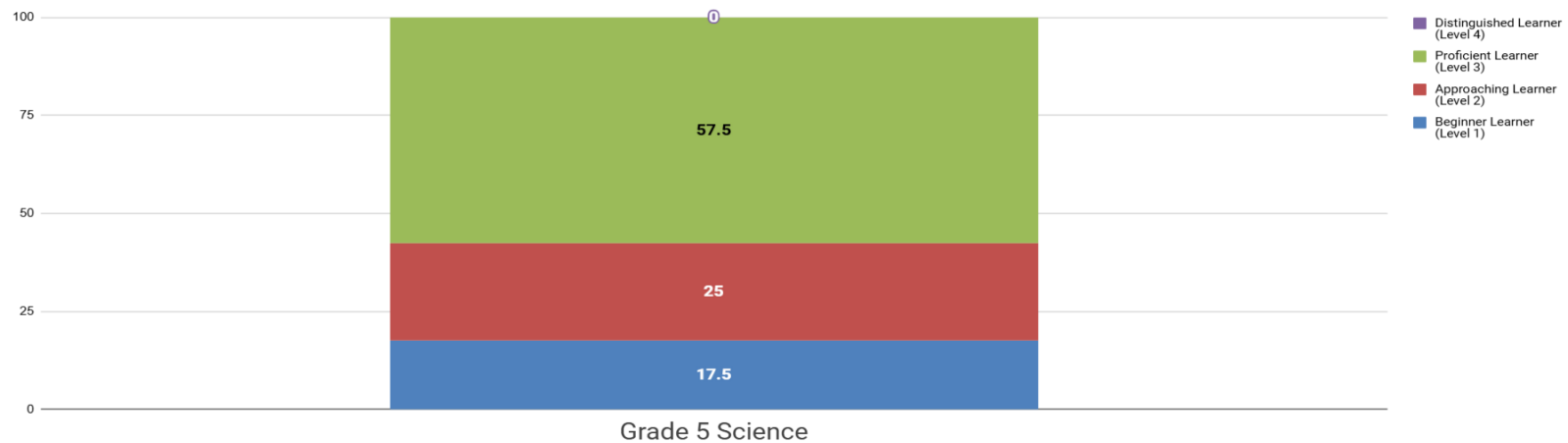
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Parkside Elementary 2025 Science Proficiency Rates

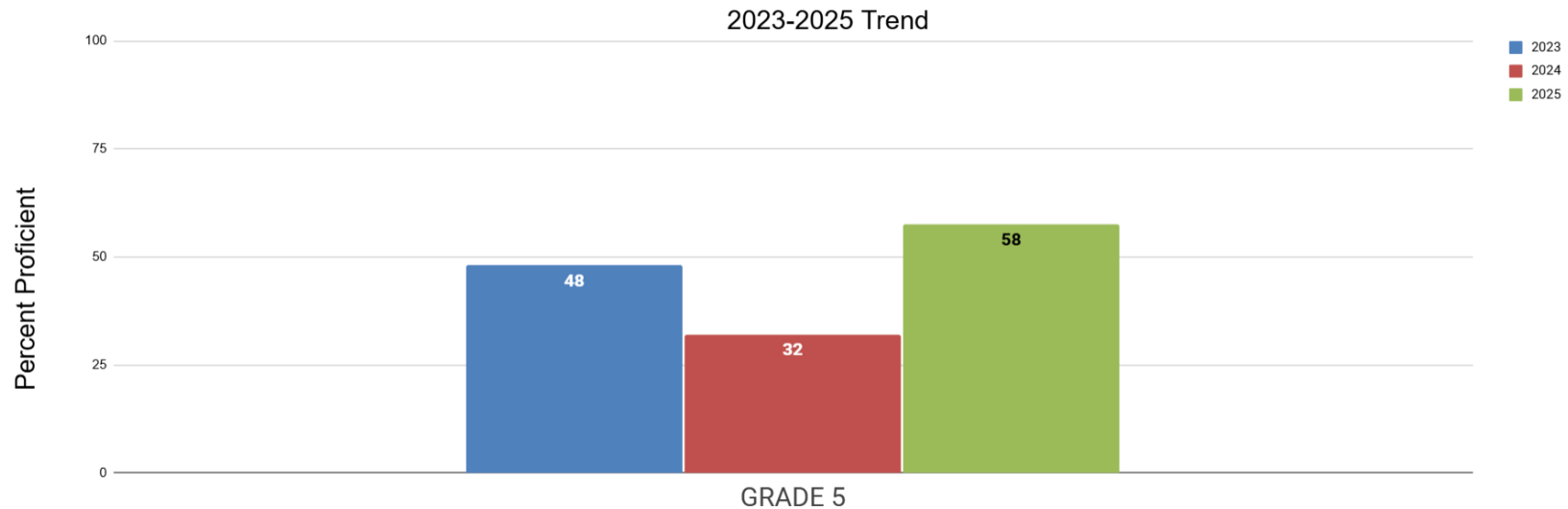


Parkside Elementary 2025 MCAP Science Proficiency Levels



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Parkside Elementary Science Proficiency Trend



FOCUS AREA 1:	Students with an IEP
Focus Area Goal	Our goal for the 2025-2026 School Improvement Plan is to increase the number of IEP students that are proficient on MISA. Zero percent were proficient during the 2024 -25 school year.
Root Cause(s):	• Students that already have difficulty with reading comprehension are faced with topics significantly beyond their reading level. • MISA content includes Science standards from multiple grades. • Minimal opportunity to review standards that had been addressed in prior grades. • Exposure to Science-Related Academic vocabulary and tasks.
Focus Content Standard(s):	3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

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	5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
Barriers:	• The grade level cumulative aspect of the test topics requires students to retain a significant wealth of information. • Exposure to science-related academic vocabulary. • Many students are pulled during the Science instruction time for interventions, specialized services, Accelerated programs. • Scheduling does not permit for sufficient time devoted to Science. Blocked time is shared between Science and Social Studies. • Students have said that they feel the reading/comprehension aspect of the test is difficult and far above their grade level.
Needed Resources:	• Generation Genius. • All grade level teachers will be provided a document that shows standards that fell below the county and state achievement levels as indicated on the Evidence Statement. Related lessons will be linked to the standards and teachers are asked to select activities that they feel they can integrate with topics studied at their grade level. • Lesson materials will vary based on the Life Science activities used at each grade level.
Strategies and/or evidence-based interventions:	• Continued use of the FOSS lessons. • Continued use of Discovery Ed and the Science TechBook • Mystery Science at grades K- 5 • Use of Generation Genius to review standards within specific domains. • Focused instruction on domain specific vocabulary. Spiral vocabulary learned at all grade levels to keep it in the minds of the learners. • The weekly Mystery Science activity - Mystery Doug keeps students interested in topics that they may not currently be studying but see it as a fun way to learn. • STEM and Maker Space Activities integrated into Media lessons.
How will it be funded?	School funds as needed

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Steps towards full implementation with timeline:	• An emphasis will be made on science vocabulary from standards identified as areas of weakness on the Evidence Statement Analysis Report. • When students are working on (5-LS2-1) lessons will be strategically planned to strengthen this area of study. • The CKLA curriculum incorporates science content/standards in Grades 3, 4, and, 5. • Students with an IEP will receive small group instruction with emphasis on domain specific vocabulary
Monitoring Procedure:	• A document has been shared with all grade level teachers identifying the specific standards that showed a specific weakness. • Third, fourth, and fifth grade teachers are able to spiral previously learned skills with new instruction or integrated lessons. • Monitoring of small group instruction with emphasis on domain specific vocabulary for students with an IEP.

FOCUS AREA 2:	Grade 4 Physical Science
Focus Area Goal	Our goal for the 2025-2026 School Improvement Plan is to focus on increasing direct instruction on specific Grade 4 Physical Science standards. Based on the MISA School Evidence Statement Analysis, students underperformed in the area of Physical Science (Grade 4) as compared to the county and state.
Root Cause(s):	• MISA content includes Science standards from multiple grades. • Minimal opportunity to review standards that had been addressed in prior grades
Focus Content Standard(s):	4-PS4 1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can

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	cause objects to move. [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.] 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]
Barriers:	• Lack of vetted science materials. • The grade level cumulative aspect of the test topics requires students to retain a significant wealth of information. • Scheduling does not permit for sufficient time devoted to Science. Blocked time is shared between Science and Social Studies. • Students have said that they feel the reading/comprehension aspect of the test is difficult and far above their grade level.
Needed Resources:	• To be determined by individual teachers. • Generation Genius. • All grade level teachers will be provided a document that shows standards that fell below the county and state achievement levels as indicated on the Evidence Statement. Related lessons will be linked to the standards and teachers are asked to select activities that they feel they can integrate with topics studied at their grade level.
Strategies and/or evidence-based interventions:	• Continued use of the FOSS lessons. • Continued use of Discovery Ed and the Science TechBook • Mystery Science at grades K- 5 • Use of Generation Genius to review standards within specific domains. • Focused instruction on domain specific vocabulary. Spiral vocabulary learned at all grade levels to keep it in the minds of the learners. • The weekly Mystery Science activity - Mystery Doug keeps students interested in topics that they may not currently be studying but see it as a fun way to learn. • STEM and Maker Space Activities integrated into Media lessons. • 4th and 5th Grade students participate in a weekly Robotics Club.

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How will it be funded?	School funds as needed
Steps towards full implementation with timeline:	• When fifth grade students are working on Physical Science standards, lessons will be strategically planned to strengthen this area of study with a focus on reviewing the Grade 4 Physical Science standards. • The CKLA curriculum incorporates science content/standards in Grades 3, 4, and, 5.
Monitoring Procedure:	• A document has been shared with all grade level teachers identifying the specific standards that showed a specific weakness. • Third, fourth, and fifth grade teachers are able to spiral previously learned skills with new instruction or integrated lessons.

VIII. MD School Survey Results and Plan

The MD School Survey is given to students in grades 5 - 11. The survey is 10 points of the school's MD Report Card; 3 points from educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics and create an action plan for improvement.

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

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Relationships

- 5. Staff-student Relationships
- 6. Student-Student Relationships

Safety

- 7. Bullying
- 8. Physical Safety
- 9. Emotional Safety
- 10. Substance Abuse

2025 Educator Survey Results		
	2024	2025
School's Educator Score	8.71	9.1
ACPS All EducatorScore	7.20	8.20

<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 (7.14)
Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.

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Strategies:: What steps will be taken in order to obtain the desired outcome..	• Walk-through documentation discussed with teachers during PD • Anonymous staff survey to specify particular teacher needs in regard to instructional feedback. • SLO and Evaluation Conferences provide opportunities for more reflection and discussion regarding instructional practices • Non-evaluative observations done by ELA and Math Coaches • “Look for” documents used by administration and supervisors during informal/formal observations • Informal daily walk-thrus used to compile instructional feedback for faculty and team meetings
Initiative leader and team: Who is responsible and involved in the work?	Administration, Supervisor, ELA and Math Coaches
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Prioritize time for Walk-Throughs by admin • ELA and Math Coaches availability (1day each week) • Walk-through/Look For Docs • I-Ready and ELA Programs
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	The results of the staff engagement survey will measure improvement in this domain. Survey by the School Improvement Team will be given in May to assess improvement and solicit suggestions for improvement of instructional feedback.
Timeline: Include dates for implementation of action steps.	Ongoing • Team meetings • SLO Conferences • Observation and evaluation pre and post conferences • Debriefings of Walk-Throughs
Secondary Area of Need State the Domain, Topic, and Average	Relationships, Student-to-Student Relationships (7.52)

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score out of a possible 10	
Topic Description:	Student-to-Student Relationship topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies: What steps will be taken in order to obtain the desired outcome?.	• Lunch groups to focus on building friendships. • Kindness and empathy lessons during Guidance Resource. • Restorative Circles. • Student input and feedback through surveys (Jan & March) related to relationship and friendship issues. • Rick Rando assembly kindness and bullying • Character Traits of the Month • Kids Announcements regarding kindness and the Peacebuilder Pledge
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team and Mrs. Nash, School Counselor.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Guidance Lessons Restorative Circles Refresher for Staff Survey development by the PST and follow up activities Continuation of the PeaceBuilder Program ACPS and ACHD Mental Health Therapist LAP Teacher (Second Step and Conflict Resolution)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student feedback from surveys Improvement in the 2025 Educator Survey Results in this domain
Timeline: Include dates for implementation of action steps.	Analysis of Survey Results (Jan/April)

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2025 Student Survey Results		
	2024	2025
School's Student Score	7.61	7.30
ACPS Elementary Student Score	7.06	7.09
ACPS All Student Score	5.70	5.95

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Relationships, Student-to-Student Relationships (3.75)
Topic Description:	Student-to-Student Relationship topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	● Lunch groups to focus on building friendships. ● Kindness and empathy lessons during Guidance Resource.7 ● Restorative Circles. ● Student input and feedback through surveys (Jan & March) related to relationship and friendship issues. ● Rick Rando assembly kindness and bullying ● Character Traits of the Month ● Kids Announcements regarding kindness and the Peacebuilder Pledge ● Guidance Lessons ● Restorative Circles Refresher for Staff

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	• Survey development by the PST and follow up activities • Continuation of thePeaceBuilder Program
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team and Mrs. Nash, School Counselor.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Continuation of thePeaceBuilder Program ACPS and ACHD Mental Health Therapist LAP Teacher (Second Step and Conflict Resolution)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student feedback from surveys Improvement in the 2025 Educator Survey Results in this domain
Timeline: Include dates for implementation of action steps.	Analysis of Survey Results (Jan/April)
Secondary Area of Need State the Domain, Topic, and Score	Environment, Physical Environment 5.21
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	• Ensure students see visible efforts to keep the school clean and well maintained. • Custodial Appreciation: Post “Thank You” signs and recognize custodial staff students to demonstrate that cleanliness is valued.

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	● Empower students to have a say in how their environment looks and feels. Such as a “My Ideal School” Survey asking students directly what would make the school more welcoming. ● Adopt-a-Space Initiative: Each grade level takes ownership of maintaining and beautifying a hallway or area of the school. ● Build a shared mindset regarding caring for the school environment by integrating positive reminders about caring for the school environment on morning announcements. ● Positive Behavior Reinforcement: Incorporate environmental responsibility into PBIS systems — reward classrooms or individuals for care of their space. ● Modeling by Adults: Teachers and staff keep classrooms neat and model care for materials.
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team, Custodial Staff, Teachers, Students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Cleaning and maintenance supplies, beautification materials, PBIS rewards
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student feedback forms, Results of next year’s survey
Timeline: Include dates for implementation of action steps.	Projects would be ongoing throughout the year.

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IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I

PBIS Tier II

PBIS Tier III

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

The 2024-2025 school year's discipline referrals showed a significant increase. Eight students represented 50% of the referrals. Fifty (33%) of the referrals came from bus drivers. Seventy-nine of the referrals (53%) came from Prek (29) and K(50) students. Seventy of the referrals are related to disrespect and 35 involve physical aggression to another student and 10 physical aggression to staff members.

Strategies to help decrease the number of referrals involve Social Emotional Learning Activities being integrated into the general classroom as well as in the Tier I Guidance Lessons especially in the early childhood environments. Check in/Check Out is being used to motivate students having difficulty in a particular area but specifically those struggling to maintain successful behavior. To decrease the number of bus referrals, we have implemented a behavior incentive plan that involves a grade 5 bus monitor. When students follow the rules going home and arriving, the bus monitor will color in a square. Students earn a prize when all squares are colored. Teachers are encouraged to use pro-active strategies to help students regulate their behavior. Prior to escalation, the LAP teacher or school counselor should be called upon to intervene with students demonstrating frustration. Our PBIS team meets monthly to examine behavior data and plan incentives and activities to encourage positive behaviors.

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

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Tier II Behavior Supports:

- Check-in/check-out program: identified students based on SRSS data, behavioral data, and teacher referrals will be assigned a mentor to help monitor behaviors.
- Social Skills Groups: Small groups focused on skills such as friendship, empathy, conflict resolution, and self-regulation.
- Behavior Contracts: Agreement outlining expectations, rewards, and consequences. Created with input from the student.

Tier 3 Behavior Supports:

- Function Behavior Assessment and Behavior Intervention Plans developed through data collection and collaboration with teachers and behavior specialists.
- Individual Counseling and Therapy to address emotional regulation, trauma, and social skills deficits. (School Counselor, Mental Health Therapist.)
- Safety Plan- structured plan for students with high-risk behaviors such as aggression or threats to self or others.

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X. Family and Community Engagement

Parent/Community Involvement Needs

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

Parkside strongly believes that parent/community involvement is a critical piece in the success and growth of a school and its culture. Parkside is proactive in developing parent and community events, activities, and partnerships to foster this critical relationship. The following is a partial list of related activities and a brief description of each that occur throughout the school year. This list is not exhaustive because requests for updates to the school calendar occur frequently to add parent involvement or activities occurring within classrooms or the school at large. Parkside is a first year community school, so much of this year will be spent getting feedback and creating a community assets map to determine needs of our Parkside families as well as resources available to provide family assistance.

- PTA Officers Meetings - Monthly beginning in July. (Establish goals for the school year and ongoing direction.)
- PTA General Meetings- Monthly Beginning in September
- Back to School Night - September 2025 (PTA mtg, classroom visitation, meet the teacher, meal provided by Community Schools Funding, (260 were in attendance.)
- Grandparents' Day September 2025 (180+ grandparents in attendance.)
- Master Rando Anti Bullying assembly (projected Spring 2026) All students.
- PreK/ Kindergarten Apple Day Parent Involvement September 2025. (30+ parents were involved.)
- Parent Teacher Conferences, basket raffles funded through community schools funds

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- Fire Safety/Fire Dept Visits October 2025
- Buster the Bus visits Pre K and K October 2025
- PTA Spring Fun Night 6 - 8 p.m. April 2026
- Fall Parade October 30, 2025 Parents assist with costumes and view the parade. (200+ family members)
- Veterans' Day Program November 2025. Parents and community members are honored by school members. Reception funded by community school funds. (20+ veterans honored plus family members.)
- PTA Color Run- October 2025. Parents and community members attended to cheer on students.
- Parkside Cultural Fair- Students will highlight their cultural background. Projected March 2026.
- Holiday programs- Band/Orchestra, Kindergarten
- PBIS Reindeer Activity with parent support and participation, December 2025
- PBIS Winter Jubilee with parent support and participation. January 2026
- STEM Fair - Projected May 2026
- Volunteer Appreciation breakfast - Spring 2026
- PreK/K egg hunt- parent involvement activity
- Student Variety Show Spring 2026
- Testing Support and Encouragement Activities from Younger Classes for testing grades. Spring 2026
- Career Day Spring 2026

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- Field Day Spring 2026
- Classroom Parent Involvement activities scheduled by grade levels May 2026 focusing on STEM, ELA, Math
- Lego Robotics Team- Meets weekly- Parents coach the team. Compete regionally. (+Additional team of grade 2-3 students)
- Raising a Reader program, year long program, PreK-2
- Raising a Reader kickoff event PreK- K, November 2025, book, craft, snack, and refreshments provided by community schools funds
- PTA Event Donuts with Santa, November 22
- Family Game Night, Projected Spring 2026 funded through community schools
- PTA Santa Shop (parent volunteers run) Projected December 2025
- Craft Classes, Projected Winter and Spring, funded through community schools
- Summer Farmer's Market 2026, funded through community schools
- One Book One School, activities throughout and culminating activity, Projected Winter 2026

Parent Involvement Plan

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

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

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents. ➤ Community School needs are determined based on feedback from Community Schools Needs assessment.	Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. Parent representatives participated in the initial stages of the brainstorming session in August. Parents, staff, and students are given the opportunity to complete the Needs assessment to identify the highest areas of needs and opportunities to improve for the 2025-2026 school year.	Fall 2025 Fall 2025	Candy Ness
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.	Grade level expectations were discussed on the Back to School Night held on September 3, 2025, and then again at Parent Conferences. Opportunity for parents to engage with students during a schoolwide STEM initiative related to our One Book One School activity. All parents are encouraged to be part of this activity. Parents are encouraged to be part of our activities and intentional planned activities reflect this commitment.	September 2025 March 2026 March 2026 Parent Conference Day	Tracey Wharton Classroom Teachers Tracey Wharton Joy Wilt, SIT Chair Bailey Lutton All classroom teachers.

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➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. ➤ Community Schools events throughout the year that target the needs assessment.	Translation is available on an as needed basis. Use of DOJO for communication in numerous classrooms, and to translate message to parent in native language. Parents are encouraged to be part of our activities and intentionally planned activities reflect this commitment.	On-going On-going	Tracey Wharton, Principal Classroom Teachers Community School Coordinator, Candy Ness Community School Coordinator, Candy Ness
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness ➤ The effectiveness of the school's parental involvement activities will be reviewed. ➤ Activities and events for families will be monitored.	Open communication between parents and school is an important avenue of communication. Celebrations and concerns are encouraged.	On-going On-going	Tracey Wharton, Principal Tracey Wharton, Principal Community Schools Coordinator, Candy Ness

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	Activities and events will have RSVP sign ups, sign in sheets that are tracked and counted, and after event surveys for monitoring effectiveness.		
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Outdoor school chaperones Volunteering opportunities for special school assemblies and activities, such as PBIS events and PTA events. Classroom activities.		

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

- Parents volunteers are recruited for many of our PBIS and Family Events- Grandparents Day, Fall Fun Night, Apple Day, Color Run, Reindeer Games, Winter Jubilee, Field Day
- All classrooms are now connected to parents through Class Dojo. This has increased interactions and information dissemination greatly between school and families. School info and all fliers are posted on Class Dojo and Schoology.
- Positive postcards from each staff member will be mailed weekly to one or more students to help encourage positive connections/relationships between staff and families.

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XI. Professional Community for Teachers and Staff - Standard 7

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

Professional Learning 1:	
Professional Learning Title	The Teacher Clarity Playbook
Date(s), Time, and Location	Throughout the year modules will be taught during morning faculty meetings by the principal. 9/10 10/31 11/12 12/10 1/14 1/28 2/4 3/6 4/16
Intended Audience	All teachers
Method of Funding	School funds to purchase <i>The Teacher Clarity Playbook</i>
Changes to occur as a result of Professional Learning	Increase in teacher clarity, which should correlate with an increase in student learning. (Teacher clarity has an effect size of .75-.85.)

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Knowledge and skills the participant will attain	Teachers will be prepared for the implementation of the county requirements. PD will prepare teachers to unpack the standard, sequence learning progressions, create learning intentions, and success criteria.
Method to measure implementation of knowledge and skills in the classroom	Once a module has been taught, teachers will have the opportunity to implement the strategies learned. Since at this point, learning intentions and success criteria are not required, teachers will be asked to implement learning from each module in one or more lessons between sessions and bring feedback to the next PD for discussion with colleagues.

Professional Learning 2:	Community School Team Building
Professional Learning Title	1st Year Implementation as a Community School
Date(s), Time, and Location	Summer Meeting - August 2026 Monthly School Level Meetings- 1st Thursday of each month Staff Meeting Updates to all staff - (Monthly Following Council Meetings) District Steering Committee
Intended Audience	Community Team - Consisting of Principal, School Counselor, Community School Coordinator, Grade Level Representative, Parent, ACPS Mental Health Counselor, Resource Teacher, Spec Ed. Teacher
Method of Funding	Community School Grant Funding
Changes to occur as a result of Professional Learning	Parkside Community Team will establish community connections and appropriate funds to meet the identified needs of the Parkside students, staff, and families.
Knowledge and skills the participant will attain	• Knowledge of wrap around services and budget connections to needs • Identifying needs and activities to meet the needs by disaggregating and prioritizing survey results of our needs assessment given to Parkside students and staff. • Asset Mapping and the establishment of community connections

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Method to measure implementation of knowledge and skills in the classroom	● Events will have evaluation and surveys to determine success. ● The Community Team members will report to grade-level teammates monthly progress and solicit suggestions and requests to benefit specific students and/or classroom needs. ● Monthly feedback and updates will be presented to the faculty at staff meetings. ● Teachers may request portions of the budget to support identified classroom needs. ● End of the year survey will be given to re-examine needs, measure improvement, and prepare for the next school year.
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XII. Management Plan

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

- The 2025-26 School Improvement Plan will be shared with all staff members and interested liaisons through the use of Google Drive, and with SIT members, including parents and community representatives during the meeting following the SIP review.
- The SIP will be discussed during professional staff development days, faculty meetings, and team meetings.
- During the meetings, current SIP expectations, objectives, and activities will be revisited to drive best practice instruction for targeted groups and all students at Parkside School.
- Intentional work and focus will be given to the standards and skills identified through the Evidence Statements in order to address the needs of the students and to strengthen our best practices with the structured lessons.

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

- The School Improvement Plan will be shared with parents and community members by posting on the Parkside website. When posted, parents will be notified via the monthly newsletter regarding accessing the plan.

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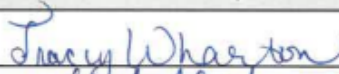
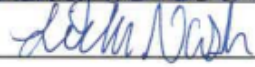
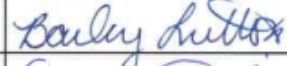
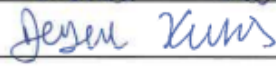
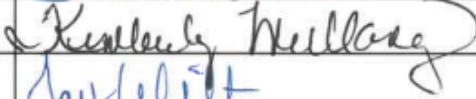
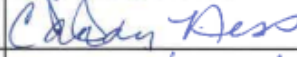
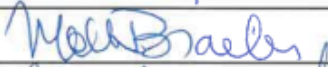
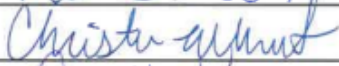
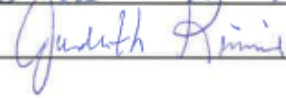
3. What role will teachers and/or departments have in implementing the plan?
 - All members of the teaching staff have provided input for this plan. They have analyzed the areas of weakness and have worked in a collaborative manner to create activities that can address these concerns. While the MCAP is administered to only a portion of our grades, the staff at Parkside recognizes that all growth in all grades contributes to the success for the children that face the test at the intermediate level. Full school activities have been created that bond the differing grade levels together and permit for a cohesive learning environment.

4. How will student progress data be collected, reported, and evaluated by the SIT?
 - Data from Progress Monitoring, Monthly Math tasks, Benchmarks, and Diagnostic Assessments will be reviewed during data meetings.
 - The PBIS team will meet monthly to review current data and to continue to plan activities that encourage and reward positive student behavior.
 - Staff will continue to have the opportunity to submit questions/feedback to the SIT chairs and these will be directed to the corresponding action team.

5. How will the administration monitor the plan?
 - The plan will be viewed as a working document. Each month, during the School Improvement Team meeting, team members will discuss the progress of the plan including the success of recent activities, and preparation/reminders of upcoming events.

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Tracey Wharton		Principal
Leila Nash		School Counselor
Elizabeth MacGray		Resource Teacher
Bailey Lutton		Primary Grade Teacher
Susan Defibaugh		Intermediate Grade Teacher
Rachel Smith		Instructional Assistant
Jensen Kunis		Special Education Teacher
Donna Beeman		ACPS/School Reading Coach or Specialist
Mandy Schall		ACPS/School Math Coach or Specialist
Joy Wilt		Reading Interventionist
Candy Ness		Community School Coordinator
Kim Mullaney		ACPS Mental Health Counselor
Mollie Brailer		Parent/Family Member
Christine Wharton		Parent/Family Member
Judith Kinnie		Community Member
		Community Member