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

School: Parkside Elementary   **Principal: Mrs. Tracey Wharton**

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

I.   **INTEGRATED EDUCATIONAL FRAMEWORK**

    A.   **VISION, MISSION, AND CORE VALUE**

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.

B. **SCHOOL CLIMATE AND CULTURE**

Climate

The community of Parkside Elementary School, including students, parents, and all staff members strive to promote a welcoming and inclusive atmosphere. At the heart of this climate is the desire to collaborate and communicate with families in order to best meet the needs and ensure the success of all elementary scholars. We encourage parent and community input and participation that enhances the learning environment. Positive behaviors within students are acknowledged through the PBIS program, the school-wide Resource Lions, and the Student of the Month recognition celebrating the modeling of Character Counts traits. The school acknowledges the successful ideas, efforts, and contributions of faculty members through a weekly recognition program.

Culture

Our goal is to provide and foster an educational environment that is safe, appropriate for academic achievement, and free from any form of harassment , for every student, without exception.

Our school recognizes and encourages the collaboration between the special and regular education teachers and paraeducators. Paraeducators are highly valued as a critical component to our school climate, culture, and success. They serve as a vital link between the classroom and the special education teacher and help to preserve the flow of instruction. This collaboration continues to be a school priority in our MTSS profile. Regular and special education teachers meet weekly to plan and modify instruction to meet the needs of the students.

Classroom rosters are designed to be heterogeneously grouped to include an equally proportioned distribution of the subgroups (Males, Females, IEP/Non-IEP, FARMS/Non-FARMS, Race, Academic High/Middle/Low, and Behavioral Needs.) These distributions are determined each year by the teachers and administration during articulation meetings. Throughout the year, students participate in activities in multi-ability groups in a variety of subjects. STEM activities as well as social studies tasks lend well to this multi-ability grouping. The use of the GRR-UDL model also provides opportunities to engage students of a variety of abilities.

II.   SCHOOL DEMOGRAPHICS   **Number of years the principal has been in the building? 10**

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

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	3	16	19
Itinerant staff	6		6
Paraprofessionals	2	5	7
Support Staff	0	3	3
Other	11	4	15
Total Staff	22	29	51

Table 2	
SUBGROUP DATA	**2024-2025 COUNT**
American Indian/Alaskan Native	**N/A**
Hawaiian/Pacific Islander	**N/A**
African American	**10**
White	**176**
Asian	**<10**
Two or More Races	**25**
Special Education	**52**
LEP	
Males	**115**
Females	**107**
Gender X	**0**
Total Enrollment	**222**
FARMS Rate (2022-2023)	**58.14**

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

Table 3					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	0	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	5	14 Autism	2
04 Speech/Language Impaired	16	09 Specific Learning Disability	12	15 Developmental Delay	17
05 Visual Impairment	0	10 Multiple Disabilities	0	**TOTAL COUNT**	52

III.   **ATTENDANCE**

Table 4a	2022-2023	2023-2024
Grade Level – School Level	**Attendance Rate**	**Attendance Rate**
All (Excluding PreK & K)	92.9	93.6
Grade 1, 6, or 9	92.6	92.8
Grade 2, 7, or 10	92.8	93.1
Grade 3, 8, or 11	93.2	93.0
Grade 4 or 12	93.3	94.2
Grade 5	92.4	94.6

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	**92.0**	**93.2**
Hispanic/Latino of any race	93.8	95.2
American Indian or Alaska Native	N/A	N/A
Asian	95.6	93.1
Black or African American	90.1	90.5
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	92.0	93.5
Two or more races	92.6	91.7
Male	93.0	94.0
Female	90.8	92.2
EL	96.1	96.3
Special Education	91.8	93.7
Economically Disadvantaged	90.6	91.6

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

Most subgroups fell below the 94% target, except for Grade 4 (94.2), Grade 5 (94.6), Male (94.0), EL (96.3) which all met or exceeded the target. Grade 3 is the only grade level that showed a slight decrease from 2022-23 to 2023-24 (93.2 to 93.0). Asian subgroup and the two or more races also showed a slight decrease, however both of these represent <10 students. Lowest attendance rates were Black/African American (90.5) and Economically Disadvantaged (91.6)

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

- Daily attendance calls and follow-up will be made regarding individual student absences. Our pupil service team will examine attendance data at weekly meetings and set up conferences with parents to provide any necessary support.
- Attendance Incentive- A banner spelling ATTENDANCE will be placed outside of each classroom. The end-of-the-day announcements will include a congratulation to classrooms having 100% attendance that day. Those classrooms will hang a letter on the banner outside of their classroom. When ATTENDANCE is spelled out, classes will choose a reward such as extra play, spirit day, hat day, etc.
- Attendance reminders and the importance of school attendance will be placed in monthly newsletters.

Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2022	2023	2024
Not Chronically Absent (percentage)	80.8	75	74.4
Not Chronically Absent (student count)		160.5	164
Report Card Points Earned out of 15	11.5	7	6.5

Habitually Truant

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

Table 6	2022	2023	2024
Habitually Truant (percentage)	2.09	2.15	0
Habitually Truant (student count)	4	4	0

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

Parkside had no habitually truant students in 2024. Strategies in place to help with this improvement are contacts and home visits by the pupil personnel worker and resource officer for students with a history of frequent absences. Administration and our school counselor have made phone calls, held conferences, offered a list of resources, and created incentives to help targeted students improve their attendance.

IV.   GRADUATION RATE – High Schools Only

V.   SCHOOL SAFETY/ SUSPENSIONS

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1. Complete the table.

Table 8: SUSPENSIONS			
	All Students		
Subgroup	2021-2022	2022-2023	2023-2024
Total Referrals	115	77	76
All Suspensions	5	0	4
In School	0	0	0
Out of School	5	0	4
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.

The number of office discipline referrals stayed consistent from 2022-23 (77) to 2023-24 (76). This can be attributed to a proactive team discipline approach by the school staff. Teachers are encouraged to reach out for support early in the discipline process to decrease the escalation of behaviors. Parent involvement and communication regarding student behavior is key in the process. The LAP teacher checks in daily with students having behavior issues and provides proactive classroom support. By analyzing the SRSS data, the Pupil Service team works to provide appropriate student supports such as check-in/check-out, mental health support, school counselor focus groups, sensory integration activities, and guided meditation strategies, etc. as needed to help students better manage their behavior. Our PBIS team meets monthly to examine behavior data and plan incentives and activities to encourage positive behavior.

VI. **EARLY LEARNING (Elementary Only)**

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	**2022-2023**	**2023-2024**
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	11.54	52.38	44
Mathematics	34.62	42.86	52.36
Social Foundations	34.62	38.10	58.35
Physical Development	46.15	38.10	55.56

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

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".

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

VII.   ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

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

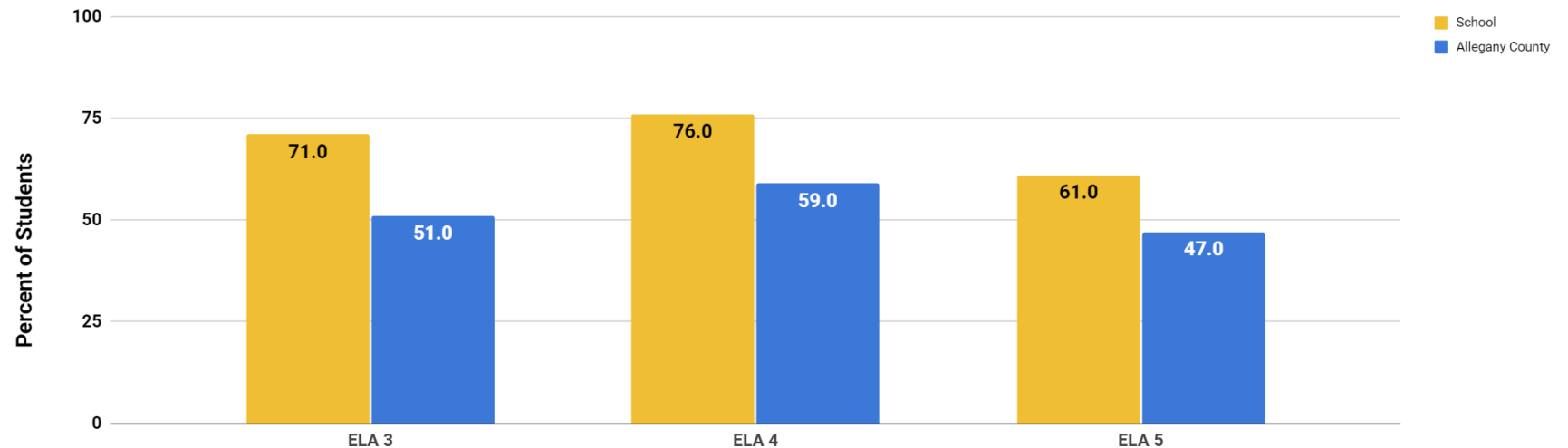MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 =3.5
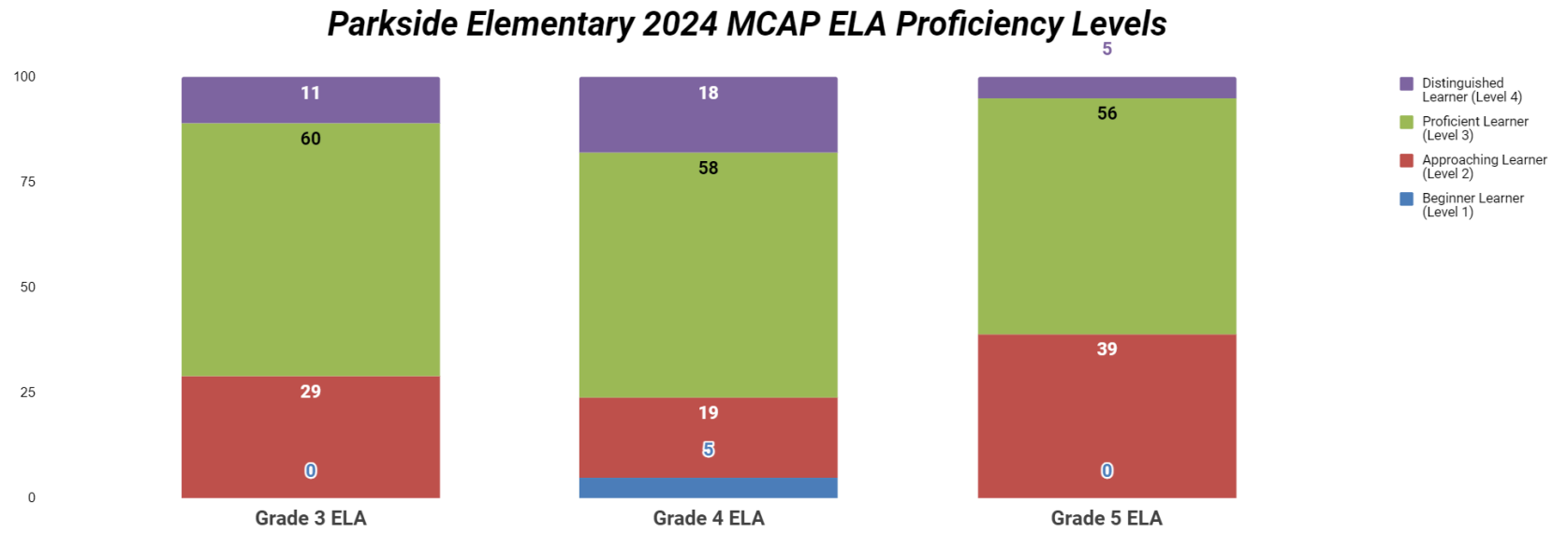
Points for ELA average levels out of 5 =3.5

Points for ELA Growth out of 12.5 = 8

1. **Complete data charts using 2023 and 2024 data results.**
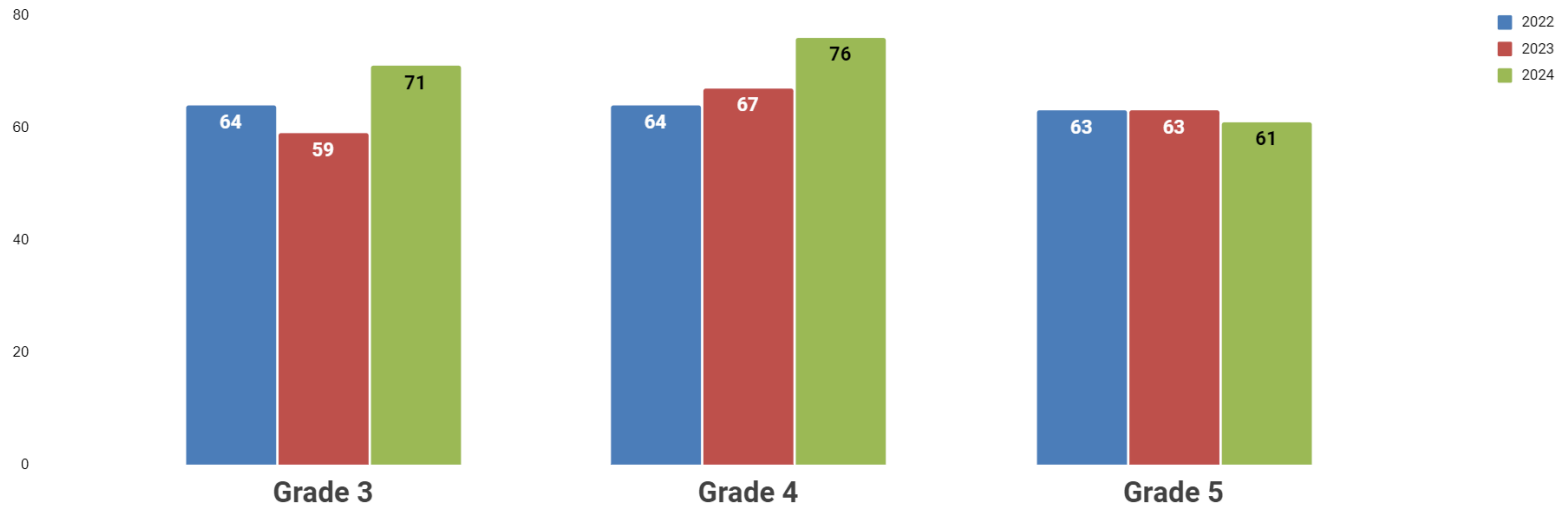
Parkside Elementary 2024 ELA Proficiency Rates

Legend: School (yellow), Allegany County (blue)

	ELA 3	ELA 4	ELA 5
School	71.0	76.0	61.0
Allegany County	51.0	59.0	47.0

Parkside Elementary 2024 MCAP ELA Proficiency Levels

Parkside Elementary ELA Proficiency Trend

Parkside Elementary ELA Cohort Proficiency Growth

2. **ELA FOCUS AREAS**

ELA FOCUS AREA 1:	All students in grades 3-5: Students in grades 3-5 scored consistently below 50% attainment across written expressions and conventions according to MCAP. Current 5th Grade Males: Current 5th grade males (70%) scored 17% lower than females (87%) and 4% lower than the FARM population (74%) on last year's Grade 4 MCAP; Grade 5 males (70%) scored 6% lower than the overall 5th grade school population at Parkside Elementary (76%).
Focus Area Goal	The goal for the 2024-2025 School Improvement Plan is to increase the proficiency rate of student writing for grades 3-5 by 5%.
Root Cause(s):	Evidence statements reveal that students struggle with determining how authors use reasons and evidence to support particular points in a text. Evidence statements reveal that written expression was the lowest scoring area for writing on the 2024-2025 MCAP ELA assessment.
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:	Of the 38 5th grade students who were assessed using DIBELS, 9 students were not proficient. Six of these 9 students are males. This indicates that 67% of our non-proficient readers according to BOY

	<mark>DIBELS composite scores are 5th grade males.</mark> ● 2024-2025 Barrier: Loss of an intervention/Title I teacher for the 2024-2025 school year has led to a lack of intervention support, specifically in the upper grades. ● Lack of high interest nonfiction and informational reading material for reluctant readers. ● Students' resistance to applying the reading-writing (typing) connection in expression of ideas, reactions, 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. ● Limited access to Literacy Coach. Days present do not easily align with core instructional opportunities or professional development needs that arise during instruction.
Needed Resources:	● Digital resources including ReadWorks, NewsELA, Scholastic News, etc. to support shared text analysis ● Professional Development for CKLA writing. ● Additional time (if possible) to collaborate with literacy coach on writing strategies and opportunities.
Strategies and/or evidence-based interventions:	● Use of lesson and unit unpacking protocols with literacy coach to identify specific areas in CKLA Tier 1 instruction for students to practice identifying how authors use reasons and evidence to support particular points in a text. ● Continual monitoring of the effectiveness of interventions for identified students. ● Collaborative planning with Literacy Coach to support student areas for growth specifically in written expression and use of text evidence using MCAP rubrics/ MCAP aligned student rubrics. ● Continuation of Read Naturally, Fundations, and any additional school-based interventions when warranted to support student reading, leading to comprehension and applied in writing. ● According to the county literacy plan, the belief that all students analyze complex texts through speaking and evidence-based writing and targeted support and practice. ● Use of small group instruction or individual writing conferences to address student needs. ● Utilize the SIT One Book One School, "My Father's Dragon," as a resource to engage students in written expression through responses to text-based questions. ● Analysis of grade level essential guiding questions and writing prompts within CKLA as additional opportunities for students to respond in writing. ● Use of MCAP student rubrics/success criteria to assist students in monitoring their own progress toward grade level expectations. ● Exploration of Writing Studio with select grade levels to provide additional opportunities for targeted writing instruction.
How will it be funded?	County funding for established programs.

Steps towards full implementation with timeline:	- Team meetings to review grade-level performance on assessments, specifically student responses to written prompts on Edcite/CKLA Unit assessments. - Intentional increase of student use of non-fiction/informational text. - Integration of domain specific topics and special emphasis on identifying use of evidence and reasoning. - Strengthen connection between reading and writing with increased amount of sustained writing to a specific topic. - Professional Development for CLKA writing.
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. - Regular benchmark and progress monitoring of students using DIBELS to identify student growth and/or need for reading intervention services.

ELA FOCUS AREA 2:	Current 4th Graders: Current 4th grade students scored 51% proficient/distinguished in the reading informational domain when compared to 74% proficient/distinguished in reading foundation, 54% proficient/ distinguished in reading literacy, and 69% proficient/ distinguished in vocabulary. While students scored 3% higher than the county and 4% higher in the state in this area, 51% is significantly less than the 71% proficient/ distinguished overall score for the 2024-2025 school year.
Focus Area Goal	The goal for the 2024-2025 School Improvement Plan is to increase the proficiency rate of our current 4th graders by 5% in reading informational on the 2024-2025 MCAP ELA assessment.
Root Cause(s):	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.

Focus Content Standard(s):	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
Barriers:	• Not enough two-part questions to support this type of question in 3rd grade • Lack of technology skills for written expression • Lack of social studies skills taught in K - 2 • Lack of informational text in Superkids in grades K-2 • Lack of high-interest informational text with text dependent, rigorous questioning and writing opportunities outside of CKLA curriculum.
Needed Resources:	• Digital resources including: ReadWorks, NewsELA, Scholastic News, Read Theory, Boost • Additional Edcite activities to support student understanding and interpretation of reading informational text dependent questioning. • Access to online platforms to support informational text and test-taking skills • Maryland Test Prep MCAP Practice assessments ELA Grade 4.
Strategies and/or evidence-based interventions:	• Additional opportunities for students to engage with informational text on the same topic to compare and contrast. • Continual monitoring of the effectiveness of interventions for identified students. • Continuation of Read Naturally, Fundations, and any additional school-based interventions when warranted. • Collaborative planning with Literacy Coach to support student areas for growth, specifically focusing on reading informational standards. • According to the county literacy plan, the belief that all students analyze complex texts through speaking and evidence-based writing and targeted support and practice, based on their individual needs to become proficient readers. • Use of Literacy Coach to create MCAP-like questions using CKLA curriculum. • Small group focused instruction from teacher.
How will it be funded?	County funding for established programs.

Steps towards full implementation with timeline:	• Team meetings to review grade-level performance on assessments. • Intentional increase of student use of non-fiction/informational text. • Integration of domain specific topics and special emphasis on targeted reading informational standards. • Strengthen connection between reading complex texts regularly within the classroom. • Strengthen connection between reading and writing with increased amount of sustained writing to a specific topic. • Collaborative planning to unpack and internalize CKLA curriculum with a focus on informational units.
Monitoring Procedure:	• Regular planning with Literacy coach to analyze student work samples and performance on CKLA/Edcite assessments. . • Regular benchmark and progress monitoring of students using DIBELS to identify student growth and/or need for reading intervention services.

Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: providing the learner various ways of acquiring information and knowledge.	• Digital materials and media (SMART boards, tables, laptops) to provide more auditory opportunities. - National Geographic, Scholastic News, ReadWorks, ConnectEd, NewsELA, etc. • Visual Opportunities for all students: documents using varied fonts, size, background color. • Use of Lexile Leveled Materials such as Scholastic News, ReadWorks, and Discovery Ed and related videos. • Using DIBELS data, classroom teachers in grades PreK - 5 strategically pull flexible groups of students to work on identified areas of need according to their BOY scores, MOY scores, Progress Monitoring scores, and Boost quest progressions. • Use of Heggerty, Bridge the Gap, Orton Gillingham, and Fundations in grades PreK-2 and/or with identified groups of students.

Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	- Allow assessments/project choices and options to demonstrate learning. - Daily opportunities to share knowledge through verbal and written responses. - Reading Contracts - Learning Centers - Interest-Based activities - Boost - Group Projects - Choice Boards (Powerpoint, Prezi, poster, essay, interview) - STEM Activities - Computer-Based Assessments - Arts Integration
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	- Varied assessment/project choices to give all students opportunities for ownership over the assessment/project - Opportunity to practice self regulation. - Group work/presentations - Use of Gradual Release of Responsibility model in daily planning - Technology Infusion (Discovery Ed, Abcya) Phonics related computer programs. - STEM based activities that encourage the integration of ELA skills and objectives - Community partnerships (guest presenters, guest readers) - Mystery Science - Boost reading from Amplify with monitoring of pathways by classroom teacher and Literacy Coach. - Use of readtheory.org with classes in 4th and 5th grades to encourage independent practice that features personalized lexile levels for student participants. Monitoring of the program is provided by classroom teachers. - Edcite will be used in all classrooms providing students the opportunity to be engaged in activities that mirror MCAP like tasks. - Schoolwide use of One Book One School - My Father's Dragon

B. MATHEMATICS

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

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

MD Report Card Data (to be filled in after the release of 2024 Report card in December)
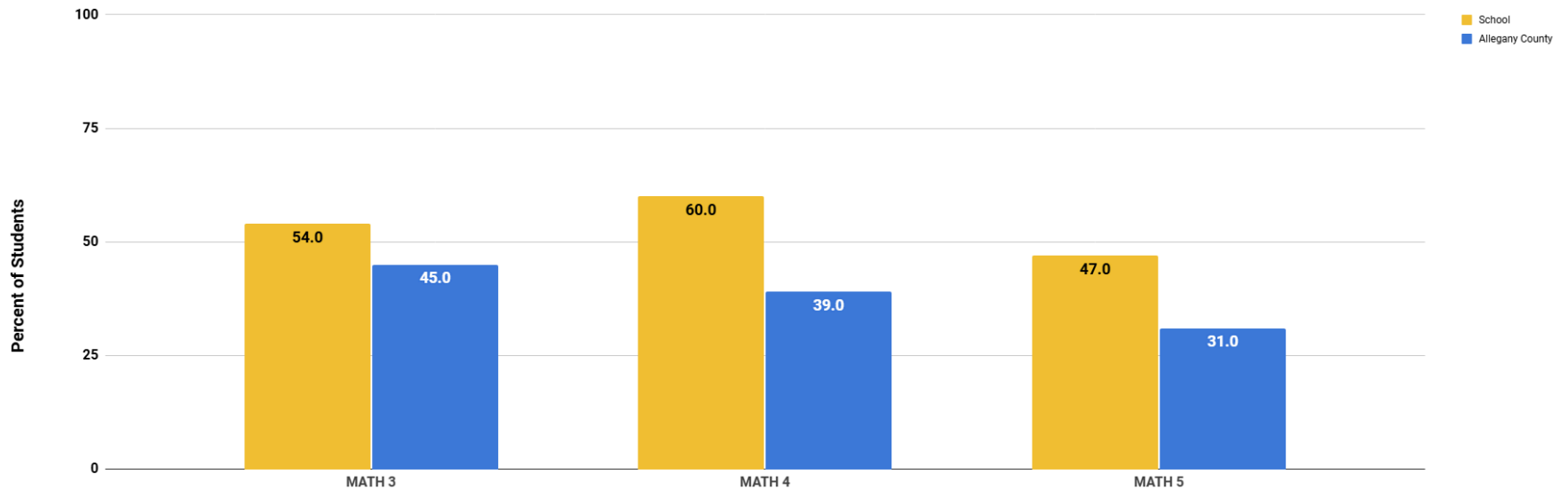Points for Math Proficiency out of 5 =2.8
Points for Math average levels out of 5 =3.1
Points for Math Growth out of 12.5 = 9

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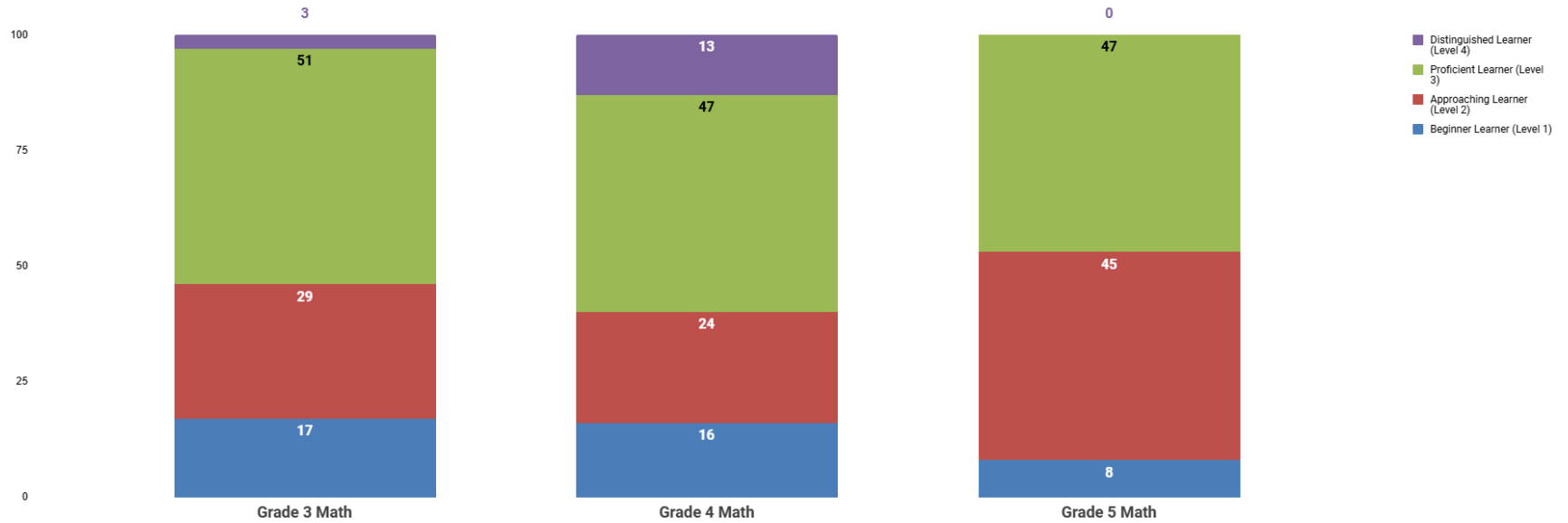## 2024-2025 Non-Title I School Improvement Plan

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

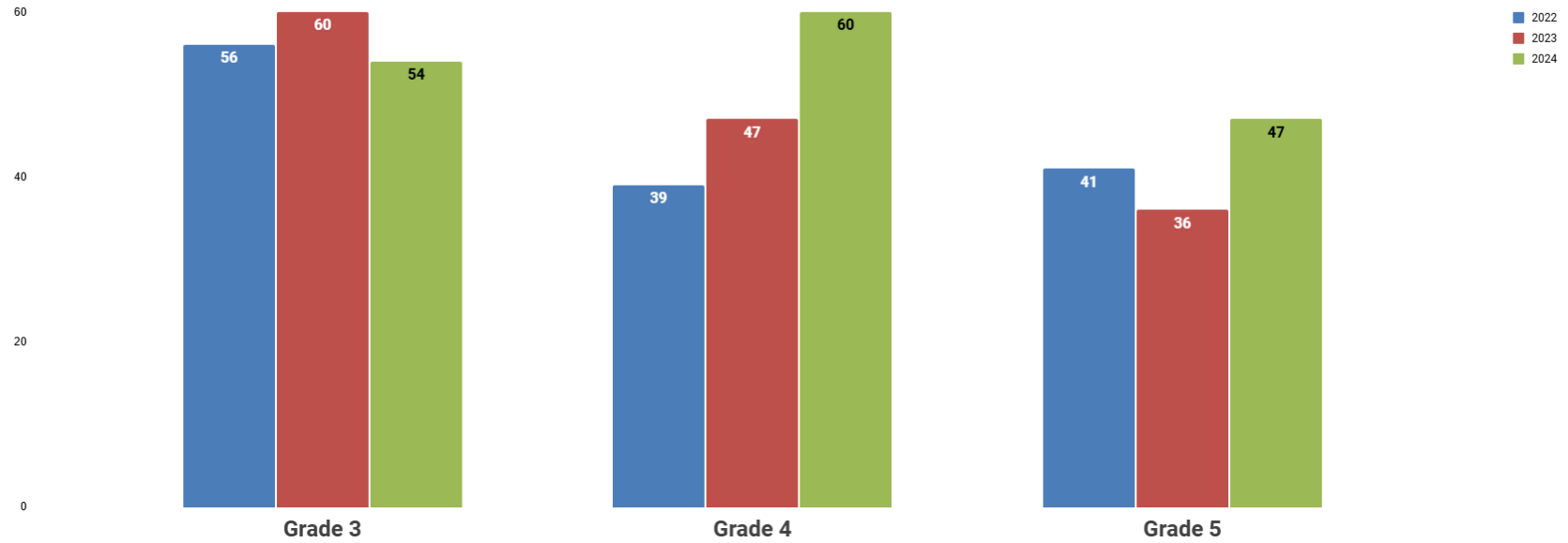*Parkside Elementary 2024 Math Proficiency Rates*

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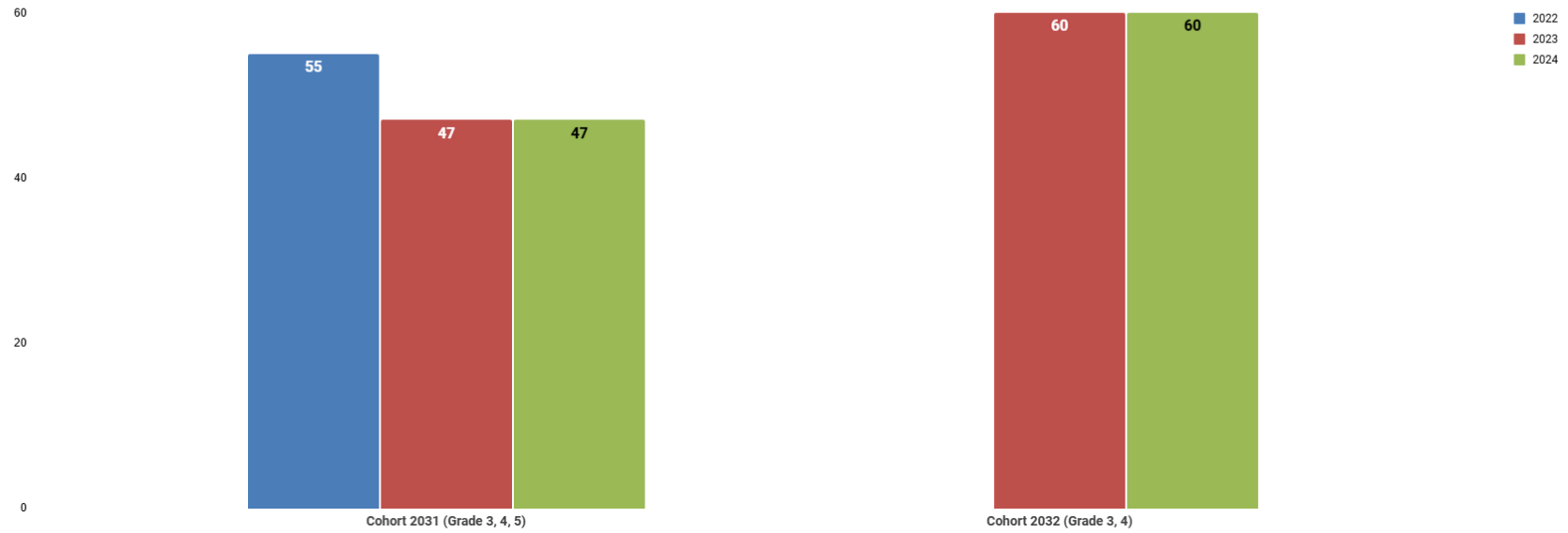
Parkside Elementary 2024 MCAP MATH Proficiency Levels

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

Grade 3 Math: 3, 51, 29, 17
Grade 4 Math: 13, 47, 24, 16
Grade 5 Math: 0, 47, 45, 8

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Parkside Elementary Math Proficiency Trend

Legend: 2022, 2023, 2024

Grade 3: 56, 60, 54
Grade 4: 39, 47, 60
Grade 5: 41, 36, 47

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Parkside Elementary Math Cohort Proficiency Growth

MATH FOCUS AREA 1:	40% of third grade Economically Disadvantaged students were proficient in 2024 which was lower than our school and county data.
Focus Area Goal	Increase MCAP proficiency of Economically Disadvantaged third grade students by 5 to 10% so that it aligns more with county and school results.
Root Cause(s):	• First exposure to state testing • Lack of background knowledge of math content
Focus Content Standard(s):	3.M.2 (Modeling) & 3.NF.A.3d
Barriers:	• Limited reading skills impact student ability to understand what is being asked. • Lack of a Math intervention program to assist students functioning significantly below grade level.
Needed Resources:	• spiral reviews created by math specialist • computer based practice questions • Stylus • i-Ready prerequisite lessons & reports
Strategies and/or evidence-based interventions:	• Updated i-Ready curriculum that is more culturally inclusive • Monitoring .i-Ready prerequisite lessons • Daily Spiral review of previously learned skills with use of County created documents, i-Ready resources, and Achieve The Core-Coherence Map.
How will it be funded?	• County funding (iReady)
Steps towards full implementation with timeline:	• Ongoing-Standards Mastery, comprehension checks, Lesson quizzes, and unit assessments • Ongoing- Data meetings with the Math Specialist to monitor growth and progress after beginning, middle, and end of the year diagnostic • Ongoing-Utilizing iReady curriculum consultant/representative walk-through feedback in daily instruction
Monitoring Procedure:	• Teachers will monitor students iReady individual pathways • Teachers will utilize the i-Ready Standards Mastery and Comprehension checks • Data Chats after beginning, middle, and end-of-the-year iReady Diagnostic.

MATH FOCUS AREA 2:	Current Grade 5 Females performed 15% lower than males with a 40% proficiency rate in 2023-24.
Focus Area Goal	Increase MCAP proficiency of current fifth grade females from 40% to 60%
Root Cause(s):	Confidence and competence in problem solving strategies and the retention of basic math facts.
Focus Content Standard(s):	5.M.2 (Modeling) and 5.NBT.B.6
Barriers:	• Gender norms related to mathematics • Lacking foundational skills (basic math) facts • Lack of a Math intervention program to assist students functioning significantly below grade level.
Needed Resources:	- i-Ready Problem Solving Anchor Charts - Spiral Reviews created by math specialist - i-Ready prerequisite lessons
Strategies and/or evidence-based interventions:	• Implementing Number Talks to provide opportunities for students to share their thinking/strategies • Small and flexible groups • Spiral review of previously learned skills (daily) with use of County created documents, i-Ready resources, and Achieve The Core-Coherence Map. • Ultililizing prerequisite resources through iReady
How will it be funded?	• County funding (iReady)
Steps towards full implementation with timeline:	• Ongoing- school wide and classroom goal setting and competitions for iReady lesson completion. • Second Semester - school wide skip counting incentive (2 through 10) • Spring - MCAP Day with the math specialist to explain MCAP and review practice test example questions. • Ongoing-Standards Mastery, comprehension checks, Lesson quizzes, and unit assessments
Monitoring Procedure:	• Teachers will monitor students iReady individual pathways • Teachers will utilize the i-Ready Standards Mastery and Comprehension checks • Data Chats after beginning, middle, and end-of-the-year iReady Diagnostic.

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Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	- Visual representation of problem-solving strategies: anchor charts, three reads, technology - iReady pathway - Try-Discuss-Connect Routine - Develop Session Video Library through iReady (Reteaching)
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know).*	**Expression/Action- This is how the student will demonstrate their knowledge.** - provide stylists for students to demonstrate their understanding while completing computerized tests -teachers provide various graphic organizers for students - use of math manipulatives - Concrete Representational Abstract
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** - schoolwide and grade level competitions and rewards for i-Ready pathway usage - allow students' to choose the most efficient strategy to problem solve - use of Gradual Release of Responsibility model in daily planning

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C. SCIENCE

MD Report Card Data- Points for Science Proficiency out of 5 =1.7

1. **Update data charts using 2024 data results.** * indicates no students or fewer than 10 students in category

| MISA (SCIENCE) | 2022 | | | | 2023 | | | | 2024 | | | | 2023 to 2024 |
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	64716	20	50	30	64543	18	48	34	65006	29	47	24	**-10%**
ACPS Results	589	14	55	31	611	13	53	34	569	20	57	23	**-11%**
All school students	32	9	47	44	31	13	39	48	34	12	56	32	**-14%**
American Indian or Alaska Native					≤10	*	*	*	NA	*	*	*	**NA**
Asian	NA	*	*	*	NA	*	*	*	≤10	*	*	*	**NA**
Black or African American	≤10	*	*	*	≤10	*	*	*	≤10	*	*	*	**NA**
Hispanic/Latino of any race	≤10	*	*	*	≤10	*	*	*	NA	*	*	*	**NA**
Native Hawaiian or Other Pacific Islander	NA	*	*	*	≤10	*	*	*	NA	*	*	*	**NA**
White	27	7	48	45	27	11	33	**56**	32	13	56	31	**-25%**
Two or more races	≤10	*	*	*	≤10	*	*	*	≤10	*	*	*	**NA**
Special Education	≤10	*	*	*	≤10	*	*	*	≤10	*	*	*	**NA**
Limited English Proficient (LEP)	≤10	*	*	*	≤10	*	*	*	≤10	*	*	*	**NA**
Free/Reduced Meals	18	17	67	16	22	18	46	**36**	18	17	55	28	**-8%**
Female	13	8	46	46	15	6	47	**47**	14	14	36	50	**+3%**
Male	19	11	47	42	16	19	31	**50**	20	10	70	20	**-30%**

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FOCUS AREA 1:	FARMS proficiency percentage decreased from 36% on the 2023 MISA to 28% proficient in 2024.
Focus Area Goal	Our goal for the 2024-2025 School Improvement Plan is to increase the number of FARM students that meet or exceed, Level 4 or 5, on MISA by 15%.
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):	4-LS1 From Molecules to Organisms: Structures and Processes 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.] 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.] 2 Relationships: a Students describe* the relationships between components in the model, including: ii. Sense receptors send information about the surroundings to the brain.
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:	- To be determined by individual teachers. - Purchase of 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.
How will it be funded?	School funds as needed

Steps towards full implementation with timeline:	• When fourth grade students are working on Life Science standards, lessons will be strategically planned to strengthen this area of study. • 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.

FOCUS AREA 2:	Grade 5 Females outperformed the Males on the 2024 MISA. The proficiency rate for the females was 50%, while the males was 20%.
Focus Area Goal	Our goal for the 2024-2025 School Improvement Plan is to increase the number of male students that meet or exceed, Level 4 or 5, on MISA by 15%.
Root Cause(s):	• Students that already have difficulty with reading comprehension are faced with topics significantly beyond their reading level. Females tend to perform better on reading and writing tasks/assessments compared to male students. • MISA content includes Science standards from multiple grades. • Minimal opportunity to review standards that had been addressed in prior grades.
Focus Content Standard(s):	5-ESS2 Earth's Systems 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]
Barriers:	• 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. • Purchase of 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.
How will it be funded?	School funds as needed
Steps towards full implementation with timeline:	• When fifth grade students are working on Earth's Systems standards, such as: "Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.," lessons will be strategically planned to strengthen this area of study. • 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.

Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: providing the learner various ways of acquiring information and knowledge.	• County developed lessons integrating all subject areas when possible. • Teachers use a variety of teaching strategies that consider the auditory, kinesthetic, tactile, and visual learner. • Technology is incorporated in lessons when it serves an intentional and planned purpose. • Teachers use the 5 E model for lesson investigations to Engage, Explore, Explain, Elaborate, and Evaluate • FOSS Science Resources • Discovery Education Science Techbook and related videos. • Hands on investigations • Mystery Science lessons • Mystery Doug - Mini lessons • STEM investigations • Nonfiction explorations - student selected topics • Intentional connections made through all areas of study. • Investigation of additional lesson opportunities using betterlessons.com • Integration of local events or reports as appearing in newspapers to provide a connection to topics in our own locale

Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	- Discussion with the whole class, small group, and/or with an adult. - Integration of presentation skills such as Powerpoint, Google slides, Prezi, etc. - Collaboration with peers and adults. - Oral and written presentations - Extension of ideas practiced through acknowledging the ideas of others and then building upon those ideas.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	- Students selected topics that fit the current unit of study. - Opportunities provided for students to demonstrate self-directed learner behaviors. - Independent research opportunities. - Small group investigations. - Collaborative investigations and student designed accountability features. - Application of the 5 E model. - Presentation options offered to permit choice. - Opportunities to explore. - Opportunities to watch someone else explore and then convey an interest in joining as an exploring partner. - Investigation groups are created to meet the interests of the group members. - Students have the opportunity to participate in programs that involve audience members.

VIII.   MD School Survey Results and Plan

<table>
<tr><td colspan="2" align="center">***Staff Engagement Action Plan:***</td></tr>
<tr>
<td>**Primary Area of Need**
State the Domain, Topic, and Average Score out of a possible 10.</td>
<td>Relationship, Student-to-Student, 7.3</td>
</tr>
<tr>
<td>Topic Description:</td>
<td>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.</td>
</tr>
<tr>
<td>Strategies:: What steps will be taken in order to obtain the desired outcome..</td>
<td>

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

</td>
</tr>
<tr>
<td>Initiative leader and team: Who is responsible and involved in the work?</td>
<td>PBIS Team and Mrs. Nash, School Counselor.</td>
</tr>
<tr>
<td>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</td>
<td>Guidance Lessons
Restorative Circles Refresher for Staff
Survey development by the PST and follow up activities
Continuation of thePeaceBuilder Program
ACPS and ACHD Mental Health Therapist
LAP Teacher (Second Step and Conflict Resolution)</td>
</tr>
<tr>
<td>Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?</td>
<td>Student feedback from surveys
Improvement in the 2025 Educator Survey Results in this domain</td>
</tr>
</table>

Timeline: Include dates for implementation of action steps.	Analysis of Survey Results (Jan/April)
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Instructional Support, Instructional Feedback 7.62
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.
Strategies:: What steps will be taken in order to obtain the desired outcome..	- Walk-through documentation discussed with teachers during PD - 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
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 with only 1 day 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

Student Engagement Action Plan:	
Primary Area of Need State the Domain, Topic, and Score	Relationship, Student-to-Student, 5.88
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 - 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	Safety, Physical Safety 5.88
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:: What steps will be taken in order to obtain an improved outcome(s).	● Lunch groups to focus on building friendships using discussion cards and activities.. ● Kindness and empathy lessons during Guidance Resource. ● Restorative Circles ● Student input and feedback through survey (Jan & March) related to physical safety. ● Rick Rando assembly kindness and bullying ● Character Traits of the Month ● Kids Announcements regarding kindness and the Peacebuilder Pledge ● Resource officer to talk about student safety and security in classrooms ● Student Feedback/Concern Mailbox
Initiative leader and team: Who is responsible and involved in the work?	School Counselor, Classroom Teachers
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 Training for New Counselors on the PeaceBuilder Program
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 2024 Student Survey Results in this domain
Timeline: Include dates for implementation of action steps.	Jan and March Survey Results

IX.   **MULTI-TIERED SYSTEM OF SUPPORT**

PRIORITY: #1 Collaborative Team Meetings and Co-Teaching

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

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
✓ Create a planning schedule for collaborative planning between gen. and sped. ed teacher(s)	Admin. Spec. Educator	● Fall (each year)	● reflect on barriers to planning and possible PD needed ● Create a master schedule that allows for collaboration of regular and special educators
INSTALLING			
✓ PD on collaborative planning and co-teaching, special education and service providers for the entire staff. ✓ Create a schedule for PD topics for the year and add to the calendar. ✓ Continue to focus teachers on intermediate grade teachers to implement the collaborative model with the intermediate Special Education teacher, and primary general education teachers to work with a primary grade Special Education teacher to incorporate strategies for collaborative planning and co teaching. ✓ Meet with teams to establish the routine and facilitate the PD	District, Admin Spec Ed Teachers Classroom Teachers Admin Admin.	● during team mtgs. ● ongoing	● Plan for when team mtgs. are missed ● Identify a protocol and process for productive planning ● Continue to build collaborative working relationships ● Work with District for support with a proper process ● Establish quarterly dates for grade levels teachers to collaborate with special education staff

IMPLEMENTING			
✓ Implement and pilot co-teaching model ✓ Debrief, reflect and refine process in "model classrooms" ✓ Use look and listen for collaborative teaching checklist to evaluate process ✓ Use look and listen for collaborative teaching checklist to evaluate process	Sped Ed Teachers Classroom Teachers Admin	● Nov/Dec ● Nov/Dec-ongoing	● discuss observation process for others to learn ● share collaborative observation tool for other teacher to use as a learning process ● Identify and address possible barriers for observation
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
✓ Continue to meet as scheduled for weekly collaborative work ● Gather and examine data to support the practice, progressing monitor, improvement in student achievement	Admin. Staff	● Ongoing	● continued conversation and learning with staff to overcome barriers and celebrate successes. ● Identify the data to be examined ● Begin to look ahead for the upcoming school year and identify needs
Notes- Prioritizing the essential component Collaborative Planning is multi-faceted and will be an ongoing practice needing time to fully develop and be refined.			

X.   POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I -   Tier I- Explicit instruction by classroom teachers and the school counselor of expected behaviors in all settings. Beginning of the year classroom passports provide an opportunity for all students to be made aware of expectations, consequences, and recognition opportunities. PBIS is included in our newsletter each month and a variety of opportunities for students to be recognized are highlighted throughout the school year.   In addition, the PBIS website has booster lessons that are being utilized by our school guidance counselor during weekly guidance lessons. Pamphlets are also sent home to parents with tips for the home/school connection.

PBIS Tier II - Tier II - Check-In/Check-Out, is implemented according to SRSS data analysis by the PST team. Targeted students are monitored and encouraged through behavior rewards. Daily written communication with parents continues to accentuate the positive support and discussion between home and school.

PBIS Tier III - Identified students have an implemented behavior intervention plan developed in collaboration with school behavior specialists. Plans include ongoing strategies to improve behavior focusing on targeted behaviors and goals. Data and observation are used to document the need to adapt the plan or to determine if goals are being met.

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

The PBIS team at Parkside Elementary, which includes representatives from each grade level, meets monthly to review discipline data and discuss trends in behavior. This data is used to plan both school-wide behavior incentives as well as to target specific areas of concern where behavior modification is needed such as on the buses.

The following PBIS incentives are conducted: on-going blue bees for tokens to the treasure tower, responsibility focus; popsicle recess, Trick or Treat, Reindeer Games, resource lions/ class of the week,pajama and movie day, PBIS/Field Day/Fun Fair, monthly focus on citizenship- citizens of the month highlighted on television/bulletin board in the lobby/, student classwork recognition board in cafeteria and featured in the newsletter.

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

Tier II - Check-In/Check-Out, is implemented according to SRSS data analysis by the PST team. Targeted students are monitored and encouraged through behavior rewards. Daily written communication with parents continues to accentuate the positive support and discussion between home and school. Behavior point sheets are implemented by classroom teachers, LAP teachers and school counselors for students who need extra support.

XI.   **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.

- **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 2024 (PTA mtg, classroom visitation, meet the teacher, volunteer training, pizza and prizes. 200+ were in attendance.**
- **Humpty Dumpty visits PreK and K. STEM activity.**
- **Grandparents' Day September 2024 180+ grandparents in attendance.**
- **Master Rando Anti Bullying assembly (projected Spring 2025) All students.**
- **NED -Growth Mindset Assembly- April 2025**
- **Kindergarten Apple Day Parent Involvement September 2024.   30+ parents were involved.**
- **Parent Teacher Conferences**
- **Fire Safety/Fire Dept Visits October 2024**

- **Buster the Bus visits Pre K and K October 2024**
- **PTA Fall Fun Night 6 - 8 p.m. October 2024**
- **Fall Parade October 31, 2024 Parents assist with costumes and view the parade. (200+ family members)**
- **Veterans' Day Program November 2024. Parents and community members are honored by school members.**
- **PTA Color Run- October 2024. Parents and community members attended to cheer on students.**
- **Parkside Cultural Fair- Students will highlight their cultural background. Projected March 2025.**
- **Holiday programs- Band/Orchestra, Kindergarten**
- **PBIS Reindeer Activity with parent support and participation**
- **STEM Fair - Projected May 2025**
- **Culture Fair- March 2025**
- **Volunteer Appreciation breakfast - Spring 2025**
- **PreK/K egg hunt- parent involvement activity**
- **Student Variety Show   Spring 2025**
- **Testing Support and Encouragement Activities from Younger Classes for testing grades. Spring 2025**
- **Career Day   Spring 2025**
- **Field Day Spring 2025**
- **Classroom Parent Involvement activities scheduled by grade levels May 2025 focusing on STEM, ELA, Math**
- **Lego Robotics Team- Meets weekly- Parents coach the team. Compete regionally.**

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.	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.		
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. ➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	Grade level expectations were discussed on the Back to School Night held on September 5, 2024, 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 morning activity March 2025. Parents are encouraged to be part of our activities and intentionall planned activities reflect this commitment. The School Parent Compact delineates the expectations that all stakeholders have in the education of the children at Parkside Elementary School. We believe, as a team, we will work to meet the needs of our students.	**September 2024** **March 2025** March 2025 Parent Conference	Tracey Wharton Classroom Teachers Tracey Wharton Joy Wilt, SIT Chair Bailey Lutton

➢ 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.	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.	Day On-going	All classroom teachers. Tracey Wharton, Principal Classroom Teachers
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.	Open communication between parents and school is an important avenue of communication. Celebrations and concerns are encouraged.	On-going	Tracey Wharton, Principal
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. 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.**

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?

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

1. Learning intentions and success criteria	Beginning of the year PD. Overview. Team Plannings, Ongoing	Teachers and IAs	Increase of Teacher Clarity for determining successful implementation of content standards	How to deeper analyze the standard to: • Measure progress • Create Meaningful learning experiences • Design Assessment • Analyze nouns and verbs • Create success criteria and learning intentions	• Walk-throughs • Student assessments • Informal "low inference notes" observations and debriefing with ELA Specialist
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2. i-Ready Math PD including walk-throughs and Follow-up	10/10/24 2/11/25 Ongoing Follow up during Team Meetings	Classroom teachers, Math Specialist, and Administrator.	Increased student dialogue among peers increased use of math vocabulary. Creating more purposeful questioning	Utilization of i-Ready math strategies to deepen understanding and application of math content. Informal assessment of student learning through monitoring peer dialogue.	Walkthrough visits Coaching during collaborative team meetings

XIII.   Management Plan

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1. How will the plan be shared with the faculty and staff? Please include approximate dates.
   - The 2024-25 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.

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.

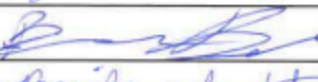5. How will administration monitor the plan?
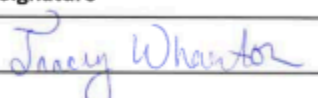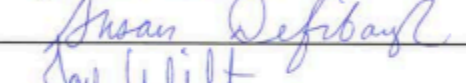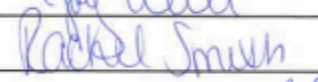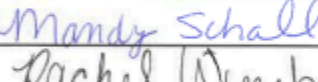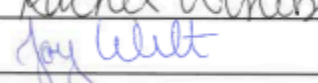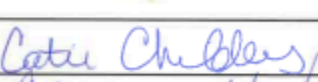
- The plan will be viewed as a working document. Each month, during the School Improvement Team meeting, team members will discuss the progress of the plan including the success of recent activities, and preparation/reminders of upcoming events.

6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? The Central Office provides school principals with data through Google Drive for ease of access to members of the SIT for review. Central Office staff remains responsive to questions regarding the writing and revision of the SIP. Central Office remains responsive to questions regarding the writing and revision of the SIP.

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

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

Name	Signature	Role
Tracey Wharton	*Tracey Wharton*	Principal
N/A		Assistant principal
Leila Nash	*Leila Nash*	Other School Leader (School Counselor)
Susan Defibaugh	*Susan Defibaugh*	Teacher
Joy Wilt	*Joy Wilt*	Teacher SIT Chair
Rachel Smith	*Rachel Smith*	Instructional Assistant
Mandy Schall	*Mandy Schall*	ACPS/School Reading coach or specialist
Rachel Winebrenner	*Rachel Winebr...*	ACPS/school Math coach or specialist
Joy Wilt	*Joy Wilt*	Reading Interventionist
N/A		Title I School Support specialist
N/A		Title I Family Engagement Coordinator
Catie Childers	*Catie Childers*	Parent/Family Member
Christine Wharton	*Christine Whart*	Parent/Family Member
Rick Rando	*(signature)*	Community Member
Dr. Ben Brauer	*(signature)*	Community Member
Bailey Lutton	*Bailey Lutton*	Other School Staff Teacher/Admin Intern