

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

School: Braddock Middle School

Principal: Danny Carter

Facilitating the Development of a School Vision

Mission Statement

We, the faculty and staff of Braddock Middle School, believe that all students can achieve. We are dedicated to providing an academic environment that will ensure student success. To this end, we will provide:

- A safe and orderly campus for all students
- Curricula that aligns with the Maryland Content Standards/Core Curriculum
- Daily instruction meeting individual student needs
- Programs and activities that enhance academic achievement, as well as each student's social and emotional growth

Beliefs

Braddock Middle School believes:

- All students have the ability to learn.
- All students can make progress.
- All students have the ability to become productive members of society.

Vision

Together with community stakeholders, we at Braddock Middle School are focused on preparing students for college and future careers. We aim to Inspire and empower students to excel both academically and socially, while preparing them to be productive citizens and future leaders. Braddock strives to provide a nurturing and safe environment that fosters a rigorous academic and technological curriculum to prepare students to become lifelong learners.

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- Career/College Readiness
- Technology
- Real World Experiences
- Rigorous curriculum
- Project-based learning

1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?

The vision statement for Braddock Middle School is posted on the school website through the Allegany County Board of Education where it is accessible to all students, parents, and community stakeholders. For the 2016-2017 school year, the vision statement is part of the School Improvement Plan which is written by a cross section of teachers in varied content areas and across all grade levels. The School Improvement Plan contains input from the faculty and then presented in its entirety to the staff upon its completion. At that time faculty members have the opportunity to review and discuss the plan with team members. Teachers and faculty are encouraged to view the plan on the Google Drive at any time or as needed. The SIT will meet monthly to discuss the plan and revisit the vision for the school. Teachers will then share information and concerns with grade level teams. The varied teams will work together to ensure that the vision for Braddock Middle School is made meaningful for all involved.

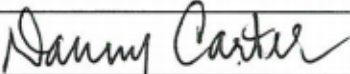
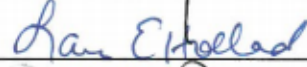
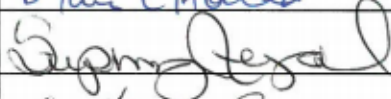
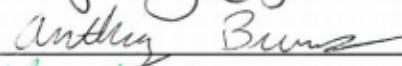
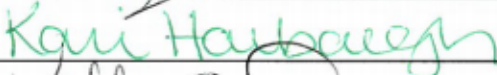
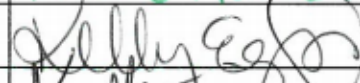
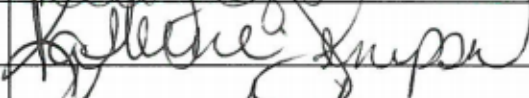
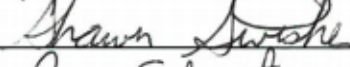
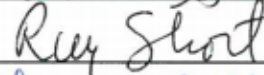
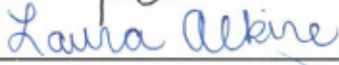
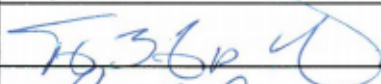
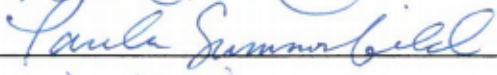
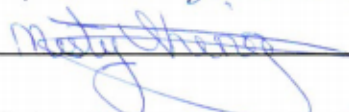
2. When did the last periodic, collaborative review of the vision by stakeholders occur?

Members of the School Improvement Team reviewed and discussed the vision for Braddock Middle School during the teams's completion of the 2016-2017 School Improvement Plan. Various team members met at different time throughout September and October of 2016 to work on various sections of the plan.

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I. Local Planning Team Members

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

| Name | Signature | Affiliation/Title |
|-------------------|--|---|
| Danny Carter |  | Principal |
| Laura Holland |  | Assistant Principal |
| Stephany Reynard |  | School Improvement Specialist (Reading) |
| Anthony Burns |  | School Improvement Specialist (Math) |
| Kari Harbaugh |  | PBIS Coordinator |
| Kelly Egros |  | Science Teacher |
| Katey Simpson |  | MTSS Committee |
| Shawn Swisher |  | Assistant Principal |
| Ray Short |  | After School Coordinator Teacher |
| Laura Alkire |  | Guidance/PBIS Team |
| Timothy Murphy |  | Guidance |
| Paula Summerfield |  | Parent Representative |
| Misty King |  | Parent Representative |
| | | |

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

| School-based Personnel | Part Time | Full Time | Total |
|------------------------|-----------|-----------|-------|
| Administrators | | 3 | 3 |
| Teachers | 1 | 40 | 41 |
| Itinerant staff | 5 | | 5 |
| Paraprofessionals | | 2 | 2 |
| Support Staff | | 5 | 5 |
| Other | 10 | 10 | 20 |
| Total Staff | 10 | 65 | 76 |

Table 2

| Under each year, indicate the number or percent as indicated of individual in each category. | 2016 – 2017 Official Data | 2015 – 2016 Official Data | 2014 – 2015 Official Data | 2013 – 2012 Official Data |
|--|------------------------------|------------------------------|------------------------------|------------------------------|
| Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) | 100% 0 | 100% 0 | 100% 0 | 100% 0 |
| For those not certified, list name, grade level course | N/A | N/A | N/A | N/A |
| Number of years principal has been in the building | 15 | 14 | 13 | 12 |
| Teacher Average Daily Attendance | | 94.9 | 94.0 | 95.4 |

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B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

| | 2016 – 2017 | 2015 – 2016 | 2014-2015 |
|---------------------------------------|--------------------|--------------------|------------------|
| | TOTAL | TOTAL | TOTAL |
| American Indian/Alaskan Native | ≤10 | ≤10 | ≤10 |
| Hawaiian/Pacific Islander | ≤10 | ≤10 | ≤10 |
| African American | 17 | 20 | 18 |
| White | 527 | 539 | 519 |
| Asian | ≤10 | ≤10 | ≤10 |
| Two or More Races | 34 | 32 | 23 |
| Special Education | 83 | 90 | 84 |
| LEP | n/a | n/a | n/a |
| Males | 293 | 306 | 298 |
| Females | 297 | 277 | 277 |
| Total Enrollment (Males + Females) | 590 | 601 | 575 |

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015**: 51.19%

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C. Special Education Data 2016-2017 School Year

Table 4

| Disability | TOTAL |
|---------------------------------|--------------|
| 01 Intellectual Disability | ≤10 |
| 02 Hard of Hearing | 0 |
| 03 Deaf | 0 |
| ≤04 Speech/Language Impaired | 12 |
| 05 Visual Impairment | 0 |
| 06 Emotional Disturbance | ≤10 |
| 07 Orthopedic Impairment | 0 |
| 08 Other Health Impaired | 35 |
| 09 Specific Learning Disability | 25 |
| 10 Multiple Disabilities | ≤10 |
| 12 Deaf-Blindness | 0 |
| 13 Traumatic Brain Injury | 0 |
| 14 Autism | ≤10 |
| 15 Developmental Delay | 0 |

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III. CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

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

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

In narrative form, address your school’s climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school’s culture to student and adult learning.

The faculty and staff at Braddock Middle School work diligently to support the Mission Statement of the school. We feel that providing a safe and orderly environment that fosters learning will allow our students to achieve and to become college and career ready. Administration and staff work together to implement a safe place for students that is free of bullying. A structured set of guidelines set forth by the Allegany County Board of Education is followed, and teachers along with administration, work diligently to keep the school bully free.

The PBIS team consists of teachers and administrators. This team meets monthly to discuss the success of the program and to monitor student behavior in the school setting. In addition to parent conference days and the Aspen program that allow parents to stay involved with their child’s learning, Braddock also has a Veteran’s Day Program in which parents and family members who are veterans are invited to come to the school to share knowledge with students. The Shining Star Program invites parents of selected students to be present during their child’s recognition for their achievements at Braddock Middle School. Braddock Middle School is also a professional development school in partnership with Frostburg State University. Students from the university are invited to work with Braddock students under the direction of cooperating teachers. This liaison allows new ideas and provides extra personal which benefits students. The faculty and staff at Braddock Middle School strive to provide programs and activities that enhance academic achievement, as well as each student’s social and emotional growth. Mentoring programs are put in place for students who are having difficulties. Guidance counselors are instrumental in assisting students who struggle with behaviour or who need more emotional support in order to be successful in the middle school setting. A Pupil Service Team meets regularly to address the

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needs of students who have attendance issues and the special education department meets with the special education facilitator to address the needs of students who need extra support provided by their department. Tutoring and afterschool programs are available for students who struggle academically. Certified teachers are available during these times to assist struggling students and to help with homework needs. Parents are invited to attend the afterschool program monthly in an effort to foster parent involvement.

IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Complete Table 5.

Table 5

| UDL Principle/Mode | Representation – Process |
|---|--|
| <i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i> | Braddock will utilize SmartBoards, graphic organizers, laptop computers, and new testing software to provide students with multiple means of representation. |
| <i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i> | Expression/Action- Product |
| | Braddock will allow students to demonstrate their knowledge using SmartPAL's, oral representation, assessments, written assignments, and homework. |
| <i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i> | Multiple Options for Engagement |
| | Braddock will use background knowledge, subjectivity, personal relevance and culture to engage or inspire students to take control of their education. |

1. In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.

Teachers are working diligently to reach students. Teachers are providing a platform where students can take ownership of their learning. With rigorous content and high expectations, education at Braddock Middle school is preparing students for success. Teachers offer a variety of ways for students to learn; including, small group instruction, differentiation, and interventions. Students will become self sufficient by taking part in lessons which allow them to develop their thinking skills. Teachers will display the content purpose and language purpose in daily lessons when implementing the GRR model this year.

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V. ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of students requiring special education services, please address the following special education issues for students in your school:

1. ***Access to the General Education Curriculum.*** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

Students with learning disabilities and/or other health impairments are included in the general education classroom at Braddock Middle School. Each student who is deemed to need support is provided an Individual Education Plan. That plan establishes goals for the student that are aligned to the Maryland State Common Core Standards for College and Career Readiness. These goals are based on the student's present levels of learning and/or function and designed to insure that each individual student is able to perform in the regular classroom to the best of his or her ability. Each student in the Special Education program is also provided accommodations and or supplementary aids in the classroom (like calculators or graphic organizers) that support his or her performance in the general education classroom. In addition to establishing a plan within the special education department at Braddock Middle School, each teacher and staff member who works with a special education student is provided a resource book to help them support the students in their classrooms and ultimately to provide learning in the least restrictive environment.

2. ***Collaboration with General Educators.*** How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

The general education teacher and the special education teacher equally share the responsibility for the special education students. At the beginning of each school year, general education teachers are given a binder with all special education information, including IEPs, accommodations, and supplementary aides. This allows teachers to know exactly where the special education students were coming from the previous year and where to begin the new school year. As the year progresses and special education goals are updated, the general educators play an important role in helping determine those goals and in providing instruction that helps students reach those goals. Grade level teams share co-curricular time and planning time each day, allowing for collaborative planning to meet student needs. Teachers at Braddock understand that good instruction incorporates variation in delivery, activities, expectation, and assessments to accommodate diverse learning strengths and

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needs. A shared planning time allows general educators and special educators to plan lessons together that also are mindful of students' individual accommodations, supplementary aides, supports, and modifications to the curriculum.

3. ***Strategies used to address the Achievement Gap.*** When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

- Making accommodations and modifications for students when needed
- Using multiple instructional delivery systems using UDL principles (audio, visual, multi-sensory)
- Grouping variations for cooperative learning groups
- Using GRR model- Gradual Release of Responsibility- gradually releases the responsibility from the teacher to the learner
- Be sensitive to student's home cultures
- Screen children early for medical/social services
- Work with medical, social services, and community agencies
- Identify students who need additional instructional support
- Support students via mentors, tutoring, peer support networks, and role models
- Make sure the main office is family friendly
- Engage/reach out to students' families
- Extend learning to before- and after-school programs as well as summer programs
- Use varied, effective strategies to instruct diverse learners
- Use test and other information on students' performance in instructional planning
- Target literacy and math instruction, if needed
- Safeguard instructional time
- Use research and data to improve practice
- Make closing gaps a school wide responsibility
- Focus on academics
- Provide safe, orderly learning environments for students and educators
- Use test data and other research on students' performance to inform instruction
- Identify strategies and programs to increase achievement
- Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps
- Provide additional resources and support for students experiencing achievement gaps
- Engage teachers in strengthening curriculum and student assessments
- Provide schools with timely test and other assessment information
- Disseminate the latest research on effective strategies to schools

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- Attract high quality staff to work with students with the greatest needs
- Provide time for faculty to meet and plan
- Provide continuous, data-driven professional development
- Seek adequate and equitable funding
- Target resources on closing the gaps
- Seek federal, state, or private funding in collaboration

4. ***Interventions, enrichments and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

Special education students are included in or provided access to all extracurricular activities and interventions at Braddock, including:

- Reading Interventions
- Math Interventions
- After school program
- SHOP
- Student council
- Chorus
- Choir
- Band
- Orchestra
- Intramural sports
- Drama performances
- School sports teams

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A. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 6

| ELA Student Group Grade 6 | 2015 | | | | | | | | | | | 2016 | | | | | | | | | | |
|---|-------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof |
| All Students | 187 | 35 | 18.7 | 36 | 19.3 | 57 | 30.5 | 58 | 31 | 1 | 0.5 | 216 | 31 | 14.4 | 38 | 17.6 | 76 | 35.2 | 63 | 29.2 | 8 | 3.7 |
| American Indian or Alaska Native | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 |
| Asian | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 50.0 | ≤10 | 50.0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 |
| Black or African American | ≤10 | ≤10 | 66.7 | ≤10 | 16.7 | ≤10 | 16.7 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 14.3 | ≤10 | 28.6 | ≤10 | 42.9 | ≤10 | 14.3 | ≤10 | 0 |
| Hispanic/Latino of any race | ≤10 | ≤10 | 0 | ≤10 | 50.0 | ≤10 | 50.0 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | |

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|----------------------------------|-----|----|------|----|------|----|------|----|------|---|------|-----|----|------|----|------|----|------|----|------|---|-----|
| White | 165 | 31 | 18.8 | 31 | 18.8 | 51 | 30.9 | 51 | 30.9 | 1 | 0.6 | 206 | 30 | 14.6 | 36 | 17.5 | 72 | 35 | 61 | 29.6 | 7 | 3.4 |
| Two or more races | 11 | 0 | 0.00 | 2 | 18.2 | 3 | 27.3 | 6 | 54.5 | 0 | 0 | | | | | | | | | | | |
| Special Education | 35 | 25 | 71.4 | 7 | 20 | 2 | 5.7 | 1 | 2.9 | 0 | 0.00 | 28 | 17 | 60.7 | 6 | 21.4 | 4 | 14.3 | 0 | 0 | 1 | 3.6 |
| Limited English Proficient (LEP) | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced Meals (FARMS) | 100 | 28 | 28.0 | 23 | 23.0 | 34 | 34.0 | 15 | 15.0 | 0 | 0.00 | 128 | 28 | 21.9 | 24 | 18.8 | 40 | 31.3 | 34 | 26.6 | 2 | 1.6 |
| Female | 86 | 9 | 10.5 | 10 | 11.6 | 31 | 36 | 35 | 40.7 | 1 | 1.2 | 119 | 12 | 10.1 | 17 | 14.3 | 38 | 31.9 | 44 | 37 | 8 | 6.7 |
| Male | 101 | 26 | 25.7 | 26 | 25.7 | 26 | 25.7 | 23 | 23.8 | 0 | 0 | 19 | 19 | 19.6 | 21 | 21.6 | 38 | 39.2 | 19 | 19.6 | 0 | 21 |

Table 7

| ELA Student Group Grade 7 | 2015 | | | | | | | | | | | 2016 | | | | | | | | | | |
|----------------------------------|-------------|---------|------|---------|------|---------|------|---------|------|---------|------|-------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # | % | # | % | # | % | # | % | # | % | | # | % | # | % | # | % | # | % | # | % |
| | | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof |
| All Students | 185 | 29 | 15.7 | 53 | 28.6 | 52 | 28.1 | 45 | 24.3 | 6 | 3.2 | 184 | 43 | 23.4 | 32 | 17.4 | 48 | 26.1 | 52 | 28.3 | 9 | 4.9 |
| American Indian or Alaska Native | ≤10 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 |
| Asian | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 33.3 | ≤10 | 66.7 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 33.3 | ≤10 | 33.3 | ≤10 | 33.3 |
| Black or African American | ≤10 | ≤10 | 33.3 | ≤10 | 50 | ≤10 | 16.7 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 50 | ≤10 | 50 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 |

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|---|-----|-----|------|-----|------|-----|------|-----|------|-----|-----|-----|-----|------|-----|------|-----|------|-----|------|-----|-----|
| Hispanic/Latino of any race | ≤10 | ≤10 | 0 | ≤10 | 60 | ≤10 | 40 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | |
| White | 161 | 24 | 14.9 | 44 | 27.3 | 46 | 28.6 | 41 | 25.5 | 6 | 3.7 | 175 | 40 | 22.9 | 30 | 17.1 | 46 | 26.3 | 51 | 29.1 | 8 | 4.6 |
| Two or more races | ≤10 | ≤10 | 33.3 | ≤10 | 22.2 | ≤10 | 22.2 | ≤10 | 22.2 | ≤10 | 0 | | | | | | | | | | | |
| Special Education | 20 | 14 | 70 | 4 | 20 | 2 | 10 | 0 | 0 | 0 | 0 | 35 | 25 | 71.4 | 6 | 17.1 | 4 | 11.4 | 0 | 0 | 0 | 0 |
| Limited English Proficient (LEP) | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced Meals (FARMS) | 88 | 21 | 23.9 | 36 | 40.9 | 21 | 23.9 | 10 | 11.4 | 0 | 0 | 96 | 31 | 32.3 | 24 | 25 | 27 | 28.1 | 14 | 14.6 | 0 | 0 |
| Female | 89 | 7 | 7.9 | 25 | 28.1 | 26 | 29.2 | 26 | 29.2 | 5 | 5.6 | 83 | 11 | 13.3 | 8 | 9.6 | 27 | 32.5 | 29 | 34.9 | 8 | 9.6 |
| Male | 96 | 22 | 22.9 | 28 | 29.2 | 26 | 27.1 | 19 | 19.8 | 1 | 1 | 101 | 32 | 31.7 | 24 | 23.8 | 21 | 20.8 | 23 | 22.8 | 1 | 1 |

Table 8

| ELA Student Group Grade 8 | 2015 | | | | | | | | | | 2016 | | | | | | | | | | | |
|---|-------------|---------|------|---------|------|---------|------|---------|------|---------|------|-------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # | % | # | % | # | % | # | % | # | % | | # | % | # | % | # | % | # | % | # | % |
| | | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof |

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| | | | | | | | | | | | | | | | | | | | | | | |
|--|------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|----------|------------|------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|----------|------------|
| All Students | 173 | 34 | 19.7 | 38 | 22 | 50 | 28.9 | 49 | 28.3 | 2 | 1.2 | 201 | 39 | 19.4 | 42 | 20.9 | 48 | 23.9 | 71 | 35.3 | 1 | 0.5 |
| American Indian or Alaska Native | | | | | | | | | | | | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 |
| Asian | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 33.3 | ≤10 | 33.3 | ≤10 | 33.3 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 |
| Black or African American | ≤10 | ≤10 | 28.6 | ≤10 | 28.6 | ≤10 | 28.6 | ≤10 | 14.3 | ≤10 | 0 | ≤10 | ≤10 | 71.5 | ≤10 | 28.6 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 |
| Hispanic/Latino of any race | ≤10 | ≤10 | 50 | ≤10 | 25 | ≤10 | 25 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 40 | ≤10 | 0 | ≤10 | 20 | ≤10 | 40 | ≤10 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | |
| White | 155 | 30 | 19.4 | 35 | 22.6 | 45 | 29 | 44 | 28.4 | 1 | 0.6 | 185 | 32 | 17.3 | 40 | 21.6 | 2 | 10.5 | 0 | 0 | 0 | 0 |
| Two or more races | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 25 | ≤10 | 75 | ≤10 | 0 | | | | | | | | | | | |
| Special Education | 13 | 8 | 61.5 | 3 | 23.1 | 2 | 15.4 | 0 | 0 | 0 | 0 | 19 | 13 | 68.4 | 4 | 21.1 | 1 | 10.5 | 0 | 0 | 0 | 0 |
| Limited English Proficient (LEP) | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced Meals (FARMS) | 82 | 23 | 28 | 29 | 35.4 | 16 | 19.5 | 14 | 17.1 | 0 | 0 | 96 | 27 | 28.1 | 30 | 31.3 | 22 | 22.9 | 17 | 17.7 | 0 | 0 |
| Female | 90 | 11 | 12.2 | 17 | 18.9 | 30 | 33.3 | 31 | 34.1 | 1 | 1.1 | 98 | 9 | 9.2 | 21 | 21.4 | 25 | 25.5 | 43 | 43.9 | 0 | 0 |
| Male | 83 | 23 | 27.7 | 21 | 25.3 | 20 | 24.1 | 18 | 21.7 | 1 | 1.2 | 103 | 30 | 29.1 | 21 | 20.4 | 23 | 22.3 | 28 | 27.2 | 1 | 1 |

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Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.
 - In 2016, 57.2 % of the students in the Grade 6 Black or African American subgroup scored level 3,4, and 5. This is 42.8% below the long term goal of 100%.
 - In 2016, 17.9 % of the students in the Grade 6 Special Education subgroup scored level 3,4, and 5. This is 82.1% below the long term goal of 100%.
 - In 2016, 59.5 % of the students in the Grade 6 FARMS subgroup scored level 3,4, and 5. This is 40.5% below the long term goal of 100%.
 - In 2016, 0 % of the students in the Grade 7 Black or African American subgroup scored level 3,4, and 5. This is 100% below the long term goal of 100%.
 - In 2016, 11.4 % of the students in the Grade 7 Special Education subgroup scored level 3,4, and 5. This is 88.6% below the long term goal of 100%.
 - In 2016, 67.7 % of the students in the Grade 7 FARMS subgroup scored level 3,4, and 5. This is 32.3% below the long term goal of 100%.
 - In 2016, 17.9 % of the students in the Grade 8 Black or African American subgroup scored level 3,4, and 5. This is 82.1% below the long term goal of 100%.
 - In 2016, 10.5 % of the students in the Grade 8 Special Education subgroup scored level 3,4, and 5. This is 89.5% below the long term goal of 100%.
 - In 2016, 71.9 % of the students in the Grade 8 Special Education subgroup scored level 3,4, and 5. This is 28.1% below the long term goal of 100%.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Braddock Middle School teachers follow the new county curriculum based on the CCRS or College and Career Readiness Standards. This curriculum is supplied by the Board of Education and is approved by supervisors in the different content areas. Teachers follow these lesson plans and test students using county benchmarks and a calender set up by the supervisors of the various content areas. Teachers also implement the GRR (Gradual Release Response) and UDL (Universal Design for Learning) models in their classrooms. Teachers have received training through workshops provided by the Allegany County Board of Education. Students needing additional assistance get extra support through interventions such as Orton Gillingham and SRA Corrective Reading. Students were

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tested for their programs using the appropriate diagnostic tools. The SRA Corrective Reading Decoding Placement test was given by the Read 180 teacher prior to placement in the program. The results were used as baseline data and placement. Students in these programs will be assessed as prescribed by the program and as they progress through the material. All students at Braddock Middle School are assessed three times a year using the Reading Inventory. Testing will occur in September, January, and May. Teachers can determine progress using the data provided by the program. Benchmark data is obtained at the end of the first three quarters of the school year. Benchmark data is easily accessible through the Engrade program that is the program used for the benchmark testing. In additions to the RI testing and benchmark testing, ELA teachers all pretest and posttest for their SLOs. Student Learning Objectives are written to target students' area of need and are supported by data. Teachers also have access to Evidence Statements and School Summary Reports on the Google Drive. The data from these results can be utilized to drive instruction and as preparation for the PARCC assessment. Additionally, ELA teachers at Braddock have taken place in vertical teaming with Allegany High School to help close achievement gaps and provide consistency in instruction across grade levels. Teachers from grades 6-12 are working on implementing strategies such as SOAPSTONE and sentence chunking in order to better prepare students to become college and career ready.

B. Mathematics Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 9

| Math Student Group Grade 6 | 2015 | | | | | | | | | | | 2016 | | | | | | | | | | |
|--|-----------------|---------|------|---------|------|---------|------|---------|------|---------|------|-----------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # | % | # | % | # | % | # | % | # | % | | # | % | # | % | # | % | # | % | # | % |
| | | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof | Prof |
| All Students | 185 | 35 | 18.9 | 35 | 18.9 | 48 | 25.9 | 63 | 34.1 | 4 | 2.2 | 216 | 27 | 12.5 | 57 | 26.4 | 63 | 29.2 | 61 | 28.2 | 8 | 3.7 |

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|---|-----|-----|------|-----|------|-----|------|-----|------|-----|-----|-----|-----|------|-----|------|-----|------|-----|------|-----|-----|
| American Indian or Alaska Native | ≤10 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 |
| Asian | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 50 | ≤10 | 50 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 |
| Black or African American | ≤10 | ≤10 | 60 | ≤10 | 20 | ≤10 | 20 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 14.3 | ≤10 | 57.1 | ≤10 | 14.3 | ≤10 | 14.3 | ≤10 | 0 |
| Hispanic/Latino of any race | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | |
| White | 164 | 31 | 18.9 | 30 | 18.3 | 41 | 25 | 58 | 35.4 | 4 | 2.4 | 206 | 26 | 12.6 | 52 | 25.2 | 62 | 30.1 | 59 | 28.6 | 7 | 3.4 |
| Two or more races | 11 | 1 | 9.1 | 3 | 27.3 | 3 | 27.3 | 4 | 36.4 | 0 | 0 | | | | | | | | | | | |
| Special Education | 35 | 19 | 54.3 | 14 | 40 | 1 | 2.9 | 1 | 2.9 | 0 | 0 | 28 | 11 | 39.3 | 11 | 39.3 | 5 | 17.9 | 1 | 3.6 | 0 | 0 |
| Limited English Proficient (LEP) | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced Meals (FARMS) | 98 | 26 | 26.5 | 27 | 27.6 | 27 | 27.6 | 17 | 17.3 | 1 | 1 | 128 | 24 | 18.8 | 37 | 28.9 | 38 | 29.7 | 27 | 21.1 | 2 | 1.6 |
| Female | 85 | 11 | 12.9 | 14 | 16.5 | 26 | 30.6 | 33 | 38.8 | 1 | 1.2 | 119 | 16 | 13.4 | 32 | 26.9 | 35 | 29.4 | 31 | 26.1 | 5 | 4.2 |
| Male | 100 | 24 | 24 | 21 | 21 | 22 | 22 | 30 | 30 | 3 | 3 | 97 | 11 | 11.3 | 25 | 25.8 | 28 | 28.9 | 30 | 30.9 | 3 | 3.1 |

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Table 10

| Math Student Group Grade 7 | 2015 | | | | | | | | | | | 2016 | | | | | | | | | | |
|---|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof |
| All Students | 184 | 14 | 7.6 | 59 | 32.1 | 72 | 39.1 | 37 | 20.1 | 2 | 1.1 | 184 | 26 | 14.1 | 41 | 22.3 | 46 | 25 | 66 | 35.9 | 5 | 2.7 |
| American Indian or Alaska Native | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 |
| Asian | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 33.3 | ≤10 | 33.3 | ≤10 | 33.3 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 |
| Black or African American | ≤10 | ≤10 | 0 | ≤10 | 83.3 | ≤10 | 16.7 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 50 | ≤10 | 50 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 |
| Hispanic/Latino of any race | ≤10 | ≤10 | 0 | ≤10 | 40 | ≤10 | 40 | ≤10 | 20 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | |
| White | 160 | 12 | 7.5 | 50 | 31.3 | 63 | 39.4 | 34 | 21.3 | 1 | 0.6 | 175 | 24 | 13.7 | 38 | 21.7 | 45 | 25.7 | 63 | 36 | 5 | 2.9 |
| Two or more races | ≤10 | ≤10 | 22.2 | ≤10 | 22.2 | ≤10 | 44.4 | ≤10 | 11.1 | ≤10 | 0 | | | | | | | | | | | |
| Special Education | 20 | 8 | 40 | 10 | 50 | 2 | 10 | 0 | 0 | 0 | 0 | 35 | 18 | 51.4 | 13 | 37.1 | 5 | 5.7 | 2 | 5.7 | 0 | 0 |

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|----------------------------------|----|----|------|----|------|----|------|----|------|---|-----|-----|----|------|----|------|----|------|----|------|---|---|
| Limited English Proficient (LEP) | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced Meals (FARMS) | 88 | 11 | 12.5 | 34 | 38.6 | 35 | 39.8 | 8 | 9.1 | 0 | 0 | 96 | 17 | 17.7 | 32 | 33.3 | 27 | 28.1 | 20 | 20.8 | 0 | 0 |
| Female | 89 | 4 | 4.5 | 28 | 31.5 | 36 | 40.4 | 21 | 23.6 | 0 | 0 | 83 | 9 | 10.8 | 10 | 12 | 27 | 28.9 | 40 | 48.2 | 0 | 0 |
| Male | 95 | 10 | 10.5 | 31 | 32.6 | 36 | 37.9 | 16 | 16.8 | 2 | 2.1 | 101 | 17 | 16.8 | 31 | 30.7 | 22 | 21.8 | 26 | 25.7 | 5 | 5 |

Table 11

| Math Student Group Grade 8 | 2015 | | | | | | | | | | | 2016 | | | | | | | | | | |
|----------------------------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof |
| All Students | 84 | 24 | 28.6 | 30 | 35.7 | 26 | 31 | 4 | 4.8 | 0 | 0 | 141 | 42 | 29.8 | 42 | 29.8 | 42 | 29.8 | 15 | 10.6 | 0 | 0 |
| American Indian or Alaska Native | | | | | | | | | | | | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 |
| Asian | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 |
| Black or African American | ≤10 | ≤10 | 20 | ≤10 | 40 | ≤10 | 40 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 42.9 | ≤10 | 42.9 | ≤10 | 14.3 | ≤10 | 0 | ≤10 | 0 |
| Hispanic/Latino of any race | ≤10 | ≤10 | 66.7 | ≤10 | 0 | ≤10 | 33.3 | ≤10 | 0 | ≤10 | 0 | ≤10 | ≤10 | 66.7 | ≤10 | 33.3 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 |
| Native Hawaiian or | | | | | | | | | | | | | | | | | | | | | | |
| White | 74 | 21 | 28.4 | 28 | 37.8 | 22 | 29.7 | 3 | 4.1 | 0 | 0 | 129 | 37 | 28.7 | 38 | 29.5 | 39 | 30.2 | 15 | 11.6 | 0 | 0 |

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|----------------------------------|-----|-----|------|-----|------|-----|------|-----|-----|-----|---|----|----|------|----|------|----|------|---|------|---|---|
| Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | |
| Two or more races | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | | | | | | | | | | | |
| Special Education | 11 | 9 | 81.8 | 1 | 9.1 | 1 | 9.1 | 0 | 0 | 0 | 0 | 19 | 9 | 47.4 | 6 | 31.6 | 3 | 15.8 | 1 | 5.3 | 0 | 0 |
| Limited English Proficient (LEP) | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced Meals (FARMS) | 58 | 19 | 32.8 | 22 | 27.9 | 14 | 24.1 | 3 | 5.2 | 0 | 0 | 85 | 30 | 35.3 | 23 | 27.1 | 26 | 30.6 | 6 | 7.1 | 0 | 0 |
| Female | 43 | 10 | 23.3 | 18 | 41.9 | 14 | 32.6 | 1 | 2.3 | 0 | 0 | 64 | 18 | 28.1 | 18 | 28.1 | 22 | 34.4 | 6 | 9.4 | 0 | 0 |
| Male | 41 | 14 | 34.1 | 12 | 29.3 | 12 | 29.3 | 3 | 7.3 | 0 | 0 | 77 | 24 | 31.2 | 24 | 31.2 | 20 | 26 | 9 | 11.7 | 0 | 0 |

Table 12

| Math Student Group Algebra I | 2015 | | | | | | | | | | | 2016 | | | | | | | | | | |
|------------------------------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof | # Prof | % Prof |
| All Students | 88 | 1 | 1.1 | 11 | 12.5 | 27 | 30.7 | 44 | 50 | 5 | 5.7 | 59 | 0 | 0 | 0 | 0 | 8 | 13.6 | 43 | 72.9 | 8 | 13.6 |
| American Indian or Alaska Native | | | | | | | | | | | | | | | | | | | | | | |
| Asian | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 50 | ≤10 | 50 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 |

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|---|-----|-----|-----|-----|------|-----|------|-----|------|-----|------|-----|-----|---|-----|---|-----|------|-----|------|-----|------|
| Black or African American | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | 0 | | | | | | | | | | | |
| Hispanic/Latino of any race | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 50 | ≤10 | 50 | ≤10 | 0 |
| Native Hawaiian or Other Pacific Islander | | | | | | | | | | | | | | | | | | | | | | |
| White | 80 | 1 | 1.3 | 11 | 13.8 | 25 | 31.3 | 40 | 50 | 3 | 3.8 | 55 | 0 | 0 | 0 | 0 | 7 | 12.7 | 42 | 76.4 | 6 | 10.9 |
| Two or more races | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 66.7 | ≤10 | 33.3 | | | | | | | | | | | |
| Special Education | ≤10 | ≤10 | 0 | ≤10 | 0 | ≤10 | 0 | ≤10 | 100 | ≤10 | 0 | | | | | | | | | | | |
| Limited English Proficient (LEP) | | | | | | | | | | | | | | | | | | | | | | |
| Free/Reduced Meals (FARMS) | 23 | 0 | 0 | 1 | 4.3 | 11 | 47.8 | 11 | 47.8 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 2 | 18.2 | 7 | 63.6 | 2 | 18.2 |
| Female | 46 | 0 | 0 | 7 | 15.2 | 17 | 37 | 21 | 45.7 | 1 | 2.2 | 34 | 0 | 0 | 0 | 0 | 5 | 14.7 | 25 | 73.5 | 4 | 11.8 |
| Male | 42 | 1 | 2.4 | 4 | 9.5 | 10 | 23.8 | 23 | 54.8 | 4 | 9.4 | 25 | 0 | 0 | 0 | 0 | 3 | 12 | 18 | 72 | 4 | 16 |

Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

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Based on the PARCC data from 2016, many students are not meeting the statewide requirements for proficiency with an exception to Algebra 1. One challenge is that we have students entering 6th grade without basic knowledge and skills to solve common core level problems. Most PARCC scores have increased from the past year; however more than 50% of students are considered below proficient by PARCC's standards. We are below the national average in Math 6 and Math 8.

- In grade 6, the only population that decreased was the white subgroup by 5.8%.
- In grade 7, the Hispanic subgroup decreased by 20% and the 2 or more races decreased by 11.1%.
- In grade 8, the Asian subgroup decreased by 100%.
- In Algebra I, The Hispanic subgroup decreased by 50%.
- Overall, the special education subgroup increased in all grades for math testing; however, the scores are at most 5.7% proficient.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Braddock Middle School teachers follow the new county curriculum based on the CCRS or College and Career Readiness Standards. This curriculum is supplied by the Board of Education and is approved by supervisors in the different content areas. Teachers follow these lesson plans and test students using county assessments and a calender set up by the supervisors of the various content areas. Teachers also implement the GRR (Gradual Release Response) and UDL (Universal Design for Learning) models in their classrooms. Teachers have received training through workshops provided by the Allegany county Board of Education. Students needing additional assistance get extra support through interventions such as Math 180. All students are tested three times a year using the Mathematics Inventory. Teachers can determine progress on the math quantile scores. Teachers have access to test data through Engrade which is used for assessments. Teachers also have access to Evidence Statements and School Summary Reports on the Google Drive. The data from these results can be utilized to drive instruction and as preparation for the PARCC assessment. Math teachers at Braddock have participated in professional development with high school teachers in an effort to close the achievement gap.

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C. Science

| Table 13: Maryland School Assessment Performance Results – Science MSA (Biology) | | | | | | | | | |
|---|---------------------|----------------|----------------|-----------------|----------------|----------------|-----------------|----------------|----------------|
| Subgroup | All Students | | | | | | | | |
| | 2016 | | | 2015 | | | 2014 | | |
| | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. | # Tested | # Prof. | % Prof. |
| All Students | 200 | 123 | 61.5 | 169 | 121 | 71.6 | 191 | 126 | 66.1 |
| Hispanic/Latino of any race | ≤10 | ≤10 | 60 | ≤10 | ≤10 | 50 | * | * | * |
| American Indian or Alaska Native | ≤10 | ≤10 | 100 | * | * | * | ≤10 | ≤10 | 100 |
| Asian | ≤10 | ≤10 | 100 | ≤10 | ≤10 | 100 | ≤10 | ≤10 | 66.7 |
| Black or African American | ≤10 | ≤10 | 12.5 | ≤10 | ≤10 | 57.1 | 12 | ≤10 | 33.3 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * | * | * | * | * |
| White | 174 | 112 | 64.4 | 151 | 109 | 72 | 166 | 111 | 67.3 |
| Two or more races | ≤10 | ≤10 | 33.3 | ≤10 | ≤10 | 75 | ≤10 | ≤10 | 80 |
| Special Education | 20 | ≤10 | 20 | 11 | ≤10 | 9.1 | 12 | ≤10 | 25 |
| Limited English Proficient (LEP) | * | * | * | * | * | * | * | * | * |
| Free/Reduced Meals (FARMS) | 96 | 51 | 53.1 | 80 | 48 | 60 | 93 | 47 | 50.5 |

1. Based on available data, describe the challenges in Science. In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

Challenges reside with all of the students as Braddock decreased from 71.6% proficient to 61.5 % proficient on the Science test. Subgroups that decreased significantly in the percent proficient from 2015 were African American/Black and two or more race subgroups. The Black/African American subgroups decreased from 57.1% proficient to 12.5% proficient. The two or more races subgroups decreased from 75% proficient to 33.3% proficient.

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Our school has changed the 8th grade schedule to accommodate for a larger number of students receiving instruction in science before the science exam. To do this, the 8th grade Science and Social Studies will rotate on an A-B day schedule. This will ensure that all students will receive equal amounts of science instruction before testing.

Our school has also adopted a new integrated Science curriculum in the 6th grade that will evolve into a school wide science curriculum adoption by the 2018-2019. This new curriculum will revolve around the Next Generation Science Standards (NGSS) and themes created by Science educators in the county.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Science is not a spiraled curriculum and, therefore, a review of the 6th and 7th grade sciences are important for students to review their knowledge for the test. To do this, MSA Science review will take place during student's co-curricular classes, approximately four weeks before the test will be administered. The review will briefly cover all topics of Earth, life and physical sciences.

During classroom instruction, students will work in small groups and be involved in more hands-on activity labs where appropriate in the classroom. Teachers will introduce alternative methods of presenting science concepts through the use of Discovery Education Techbooks and Explore Learning's GIZMO web site which offers multiple methods of learning. The afterschool program will be used to target subgroups by way of science remediation and to help with reteaching of science concepts or student makeup work. The use of hands-on activities, demonstrations, and field trips will be available to these students. Students will be evaluated by pre and posttests of Benchmarks and growth will be measured using the fifty percent student growth model as provided by the Allegany County Board of Education. This SLO model will help to ensure that students are being evaluated and their data analyzed for the option to reteach and adjust teacher instruction. Lastly, teachers will develop differentiated Universal Design of Learning (UDL) and Gradual Release of Responsibility (GRR) lessons to present science concepts in alignment with the science curriculum at the Board of Education.

To help students become more familiar with the new typing test, science teachers will familiarize students with computer navigation of Test Nav which is used for the MSA science testing. Students will have previously participated in a keyboarding class during their co-curricular courses in 6th grade to elevate their typing skills. The implementation of GIZMO and Discovery Education also prepare students for technology based testing. Teachers will also use the Engrade System of computer based testing for Benchmarks (Pretest and Posttest) to help students become familiar with computer exams.

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3. What program(s) is being implemented to ensure that all students will meet the HSA graduation requirement (high school only) for Biology?

This is not applicable to the Middle School Science curriculum.

VII. ATTENDANCE

| Table 15: School Progress Attendance Rate | All Students AMO = 94.0% | |
|--|---------------------------------|----------------|
| Grade Level – School Level Data | Attendance Rate | MET Y/N |
| All Students | 94.1 | Y |
| Grade 6 | 94.9 | Y |
| Grade 7 | 93.9 | N |
| Grade 8 | 93.4 | N |

| Table 16: Attendance Rate | All Students | | | | |
|---|---------------------|------------------|------------------|------------------|------------------|
| Subgroups – School Level Data | 94% | 94% | 94% | 94% | 94% |
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
| All Students | 95 | 95 | 94.7 | 94.4 | 94.4 |
| Hispanic/Latino of any race | * | * | 95 | 95 | * |
| American Indian or Alaska Native | * | * | * | * | * |
| Asian | * | * | 95 | * | * |
| Black or African American | 93.7 | 92.4 | 92.6 | 91.1 | 92.5 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | * |
| White | 95 | 95 | 94.9 | 94.5 | 94.7 |
| Two or more races | 95 | 92.1 | 89.7 | 92.9 | 90.9 |
| Special Education | 94.8 | 91.8 | 91.9 | 93.7 | 94.2 |
| Limited English Proficient (LEP) | * | * | * | * | * |
| Free/Reduced Meals (FARMS) | 93.9 | 93.6 | 93.2 | 92.8 | 93.1 |

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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.
 - Students in the FARMS subgroup did not meet the 94% attendance target by 0.9 percentage points.
 - Students in the African American subgroup did not meet the 94% attendance target by 1.5 percentage points.
 - Students in the Two or More Races subgroup did not meet the 94% attendance target by 3.1 percentage points.
 - Students in grade 7 did not meet the 94% attendance target by 0.1 percentage points.
 - Students in grade 8 did not meet the 94% attendance target by 0.6 percentage points.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Attendance at Braddock Middle school is monitored daily. Phone calls are made to homes and data is collected for the BOE. In addition, teachers meet during team planning time to address students needs. Attendance concerns are discussed during this time. Additional phone calls are made to homes as necessary. Students with excessive absences are brought to the attention of the Pupil Services Team that meets weekly. This team is under the direction of a Pupil Service Worker who makes home visits as decided by the team. Every effort is made to ensure that students attend classes.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

The above programs are a continuation from the previous year. With the exception of the subgroup, Two or More Races, all subgroups have seen an increase in attendance. Braddock has an attendance policy in place that is more proactive in notifying parents when students are absent. Phone calls and letters are made prior to notification by the county.

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VIII. HABITUAL TRUANCY

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

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

a. How many students were identified as habitual truants?

Attendance rate for total students: 94.4%

More than 20 days absent: 10.2% or 62/608 students

Fewer than 5 days absent: 27.2% or 165/608 students

Number of students who meet habitually truant criteria: less than 10

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

Students with excessive absences are brought to the attention of guidance and then administration. Targeted students will be monitored by the Braddock Middle School PST team. Braddock added additional attendance policies as a proactive approach to reduce the number of students who are excessively absent and/or tardy. Braddock personnel contacts home if a student misses three consecutive days and/or after the student has accumulated 5 unexcused absences. Daily attendance is monitored by Darlene Fletcher and calls are made home if a student is absent. Molly Taylor makes home visits and parental contacts with parents of habitually truant students.

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X. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

For the 2015-2016 school year there was a significant decrease in the number of total referrals. The total number of referrals (477) was exactly 193 fewer referrals than the previous school year at 670. During the 2014-2015 school year, there were 29 combined In-School Suspension and All-Day Detentions issued, and 223 In-School Interventions. During the 2015-2016 school year, there was an increase to 47 combined In-School and All-Day Detentions issued but there was a significant decrease in the number of In-School Interventions to 144. There were 93 Out of school suspensions in 2014-2015 school year and 101 for the 2015-2016 school year. For the 2014-2015 school year there were 5 harassment and 0 sexual harassment referrals. Of those five, two were from the same student and both occurred on a school bus. Braddock had zero referrals coded for bullying for the 2014-2015 school year. For the 2015-2016 school year there were 12 referrals total coded as Bullying and Harassment. There were 0 referrals coded as Sexual Harassment. We will use small group settings in Guidance to work with students and address issues regarding bullying and harassment. We will also address bullying and harassment issues during our Homeroom Advisory and co-curricular classes. In addition, Braddock's school resource officer, Jeremy Hedrick, will inservice students with a proactive anti bullying and harassment program.

XI. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
 - b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Braddock Middle School has been a PBIS school since the 2004-2005 school year. Braddock has earned recognition status 6 times, most recently in 2015 when “GOLD” status was awarded. Prior to students returning in August, teachers are reoriented to PBIS practices during school-based professional development. Teachers are provided resources in their Teacher Handbooks to teach and implement PBIS in their classrooms. Once students return, homeroom teachers teach the Braddock PBIS expectations: Be Here, Be Respectful & Be Responsible. Students are retaught PBIS expectations as needed throughout the school year through classroom lessons and morning announcements. Posters are displayed throughout the building as visual reminders of the PBIS expectations. Appropriate student behavior is reinforced by staff using “Braddock Bucks”. Braddock Bucks are used the purchase items of high student interest during Monday SUndae, Tuesday Pickle, Friday Token and Santa Shop events. Braddock Bucks may also be used at our school store to purchase school supplies. On a quarterly basis, Braddock recognizes “Shining Stars” at a breakfast that parents are invited to attend. Shining Stars are nominated by homeroom teachers as students who exemplify the PBIS expectations. Shining Stars are recognized on the morning announcements and on the Braddock Wall of Shining Stars across from the cafeteria. Braddock is currently implementing Project Wisdom, a character education program, during daily morning announcements and monthly advisory periods. During the advisory periods, students are placed into small groups and assigned a mentor. The mentor uses Project Wisdom curriculum to reinforce the PBIS expectations. The PBIS program is supported by the PBIS team, which consists of administration, guidance, school improvement specialists and representatives from each grade level, as well as, the creative arts team and special education team. The PBIS team meets on a monthly basis to examine discipline data and discuss strategies for improving student behavior and school climate.

2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

For students needing Tier II behavior support, Braddock staff utilize several behavior supports. School counselors and special education teachers have daily check in with students using a management sheet. The sheet can be used with students for a variety of behavior concerns. The sheet provides monitoring of the student’s behavior and allows for daily communication between the parent, teachers and case manager. School counselors also utilize the Project Wisdom curriculum for small group intervention.

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XII. PRINCIPAL’S SLOs

PRINCIPAL SLO 1

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

Braddock Middle School grade eight students will show growth on a comprehensive daily vocabulary program test after participating in a unit of instruction focused on academic vocabulary and based on the CCRS standards. Students will be assessed using a pre-test during the first quarter and will receive instruction during quarters 1-3. Student growth will be measured during the third marking period using the comprehensive vocabulary post-test.

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

Vocabulary instruction had been a focus for instruction by the grade eight teachers in previous years and by the English Language Arts Supervisor. On the school level it has become an initiative for all the students, with grade 8 placing extra emphasis on vocabulary development. Students are pre-tested at the beginning of the year to determine program necessity and student strength and weaknesses. Data from the pretest shows that grade 8 students do not perform well on the pretest and did not have mastery of the academic vocabulary words.

3. How does the SLO support School Improvement Needs and/or Goals?

The School Improvement Plan sets goals to prepare 100% of students to be college and career ready by graduation. The SLO is focused on grade 8 students who are being assessed on Maryland’s College and Career Readiness Standards and will be required to take the PARCC test during their eighth grade year.

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

Braddock Middle School grade eight students will show growth on the vocabulary test focused on CCRS standards and vocabulary. This growth will be measured during the first marking period using a pre-test and during the third quarter using a post-test.

PRINCIPAL SLO 2

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

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Braddock Middle School (BMS) will show growth on the Math Inventory (MI). The long term goal for selecting this group is to predict the percent of students who will pass the PARCC exam. We believe if students are identified as proficient or advanced in the MI, they will also be at least proficient on their PARCC Mathematics Assessment. After analyzing last year's data, 36.33% of 6th graders passed the PARCC assessment. There were 40.54% of the students who were at least proficient on the MI. While comparing PARCC and MI, there is over an 80% correlation between the assessments; therefore 80% of the time, the MI will predict accurate results for PARCC.

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

In 2015, BMS had 36.22% of its students pass the PARCC assessment. Last year the 6th grade students had a 31.63% pass rate on PARCC. With a focus on college and career readiness, we will evaluate students on their performance in the standards that most exemplify algebraic standards. The baseline data will be collected from the pre-test score of the MI Assessment.

3. How does the SLO support School Improvement Needs and/or Goals?

The School Improvement Plan sets goals of reducing the percent of non-proficient students for each subgroup and overall performance in mathematics. The SLO supports School Improvement goals by focusing on students who are identified as non-proficient or not ready for algebra.

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

BMS will examine each student in Math 6 by analyzing their pre and post-test comparisons. Students will also be assessed with Module Assessments and a mid-year MI. Attainment will be calculated using a spreadsheet which will calculate the number of students who are considered at least proficient. Full attainment is at least 40% of students will be at least proficient, partial attainment is 30% to 40% of students will be at least proficient, and insufficient attainment is fewer than 30% of students being proficient.

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XIII. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

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

Braddock Middle School offers many opportunities for parental/community involvement over the course of the school year. Prior to the start of school, 6th grade orientation is held for incoming students and parents. For the 2016-2017 school year, out of the 180 students starting 6th grade, 79 students and 85 parents attended. In August, letters are sent home asking for parent volunteers for the Monday Sundae, Tuesday Pickle, school dances, Santa Shop and Field Day events. For the 2016-2017 school year, 79 students returned the parent volunteer form with a total of 89 parents indicating an interest to volunteer.

Parent Advisory Committee 2016 – 2017

| Name | Position |
|-------------------|---------------------------------|
| Paula Summerfield | Parent Representative |
| Misty King | Alternate Parent Representative |
| Kelly Egros | Teacher |
| Danny Carter | Principal |

Non Title I Parent Involvement Plan

Under the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

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Braddock Middle School PARENT INVOLVEMENT PLAN**

Expectations

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

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

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 the AMO target for 2016-17.

Action Plan

| 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. | 1. Ensure parents are active and important members of the SIT PAC for Braddock 2. Ensure parents are an active part of the PBIS committee. | Ongoing Monthly | Laura Alkire, Tim Murphy Laura Alkire |

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| <p>II. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments. ➤ 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. ➤ PProvide full opportunities for participation of parents of students from diverse backgrounds. | <ol style="list-style-type: none"> 1. Present new textbooks, CCSS and new curricular on parent conference day to help parents better understand the academic content standards and academic achievement. 2. Publish articles in the monthly newsletter to help parents better understand the MARYland Common Core State Standards and state and local academic assessments. 1. Provide an orientation to the parents of all incoming grade 6 students to provide them with training to ensure their child’s academic success. 2. Invite parents of Math Counts students to a presentation aimed at helping them better understand the program and how it can improve their child’s academic achievement. 1. Continue posting current grades and use the online grade system as a tool to help parents and teachers better communicate. Also, participate in county wide parent conference days that allow teachers and parents to meet one-on-one for the ensured success of the student. 2. Provide parents with a detailed syllabus outlining each course in which a student is enrolled. 1. Recognize students who are exemplary models in following PBIS rules and students who are steadily improving following these rules during Shining Star Breakfasts. | <p>Sept. 2016</p> <p>Feb. 2016</p> <p>Monthly</p> <p>Aug. 2016</p> <p>May 2017</p> <p>Ongoing</p> <p>Aug. 2016</p> <p>Quarterly</p> | <p>Classroom Teachers</p> <p>Jennifer Engle</p> <p>Laura Alkire Tim Murphy</p> <p>Ray Short</p> <p>Teachers</p> <p>Teachers</p> <p>Laura Alkire Tim Murphy</p> |
|--|---|---|--|
| Requirements | Description of Activities/ Actions/Initiatives | Date(s) | Who should you contact for more information? |

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| | | | |
|--|---|--------------------------------|--|
| <p>III- Review the Effectiveness</p> <p>➤ The effectiveness of the school's parental involvement activities will be reviewed.</p> | <ol style="list-style-type: none"> 1. Require volunteers to log their time into a binder in the main office which will provide data necessary to evaluate the effectiveness of the parent involvement program in the school. 2. Ask parents to complete a questionnaire concerning the volunteer program in the school which will also provide data necessary to evaluate the effectiveness of the program. | <p>Ongoing</p> <p>May 2017</p> | <p>Office Staff</p> <p>Laura Alkire Tim Murphy Jennifer Engle</p> |
| <p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</p> | <ol style="list-style-type: none"> 1. Provide survey sheets to every student in the building soliciting parent volunteers and asking parents to choose the areas they think would be the most effective, while also, detailing areas in which the school really needs volunteer support. 2. Utilize parents as chaperones. | <p>Sept. 2016</p> | <p>Office Staff Laura Alkire Tim Murphy</p> <p>Grade Level Teams Laura Alkire Tim Murphy</p> |

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Section XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

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

School personnel will use a universal behavioral screener with a pilot group to plan and utilize research based strategic group interventions for students needing Tier II behavior support.

2. How will these priorities be addressed?

Using ODR data to guide team meetings such as; PST, Administration, Guidance, Advisory and PBIS in discussion around the students needing Tier II behavioral supports. Create an action plan with District guidance around the use of a universal screening tool. Using the results the teams will implement research based Tier II behavior interventions.

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Section XVI. MANAGEMENT PLAN

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

The chairpersons of the SIT will conduct meetings to share the plan with faculty and staff. As benchmark milestone data, SMI data, and RI data is collected or revised, the SIT will discuss the data and modify the plan as necessary. Then, the modified/revised SIP will be shared with faculty and staff during faculty meetings and team meetings.

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

SLO data from the principal's SLO, RI data and SMI data, will be collected and analyzed by the school improvement chairs and shared with the team to be analyzed. The vice-principal will use the Aspen system to collect discipline/referral data. The administration will provide attendance data for students with attendance issues to the pupil services team who will monitor and intervene in the cases of excessive absences and tardiness. The guidance counselor will share PBIS data.

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

The principal's SLOs are in the areas of ELA and Math and each target an entire grade level, data from pre and post tests will be utilized to drive instruction in those content areas for grades six and eight. Teachers in these areas will monitor progress using various instructional and assessment strategies. This data will be shared by committee members who will analyze data and brainstorm initiatives to increase student achievement.

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

SIT members will share the plan with teams once it has been approved by the Board of Education. Teachers will have access to the plan at all times via the Google Drive. Teachers will monitor benchmark data and SLO data. Data will be discussed during team meetings and the results will be utilized to drive instruction. Benchmark data will also be used as a rationale and as and as an assessment instrument for teacher and principal SLOs .

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

The SIP will be shared with parents by the administration and the Community Partnership Team at the Parent Advisory meetings, Parent Conference days, and on the Braddock Middle School website.

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

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Revisions to the plan will be presented to the staff at faculty meetings and team meetings. The parents will be advised of revisions at Parent Advisory meetings and on the Braddock website.

7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?

LEA representatives will meet with schools as needed to review School Improvement Plans, academic progress and professional development activities. The LEA will address any omissions or inadequacies in the plan in writing as feedback to the school. The LEA will also provide technical assistance when needed.

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

| | |
|--------------------------|--|
| October 28, 2016 | Plan review |
| November 17, 2016 | Discuss plan and changes |
| December 13, 2016 | Share plan with Faculty and discuss data |
| January 2017 | No meeting due to RI, MI, and benchmark testing |
| February 17, 2017 | Discuss RI and MI results |
| March 15 2017 | Discuss PARCC prep |
| April 2017 | No meeting due to PARCC testing |
| May 23, 2017 | Discuss RI and MI results and PARCC testing (debrief) |