

**Allegany County Public Schools
2024-2025 Middle School Improvement Plan**

School: Braddock Middle School

Principal: Molly Stewart

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

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 designed to meet individual student needs; and,
- Programs and activities that enhance academic achievement, as well as each student's social and emotional growth.

Vision

We will inspire and empower students to excel both academically and socially while preparing them to be productive citizens and future leaders.

Core Values

The Braddock school community is committed to the following core values:

3 Cs: CONNECTION-COLLABORATION-COMMUNICATION

These CORE values are foundational to creating an environment where all staff, students, and families can partner in achieving our vision and mission.

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B. SCHOOL CLIMATE AND CULTURE

Like all schools across the nation, Braddock Middle School felt the impact of the COVID pandemic. Prior to the pandemic, we were in year three of the Maryland Coalition of Inclusive Education cohort (MCIE). Using the framework of MCIE, we were able to look collectively at the climate, culture, and inclusive nature of our school and develop leadership structures to support positive school climate and culture.

For the 2024-25 school year, we leveraged and maintain a school leadership team that includes team leaders from each grade, special educators, special education specialists, school counselors, administrators, and when appropriate, parents and students. The purpose of the team is to continuously assess our current status related to culture, climate, leadership, inclusive practices, and the implementation of academic, behavior, and social-emotional multi-tiered systems of support (MTSS). The goal of our school leadership team, and for our school, is to create and implement an effective model for educating all students to high standards in the general education curriculum and classroom, while reducing the achievement gap, particularly for students with disabilities. The leadership team, in conjunction with input from the whole staff, created the school improvement action plan with strategies designed specifically to meet our student needs in the areas of academics, behavior, and social-emotional learning. Further, we designed a plan to address issues within our school climate related to both students and staff. We've spent time building a strong foundation for a sustainable culture that will support our goals.

Braddock Middle School was invited to be a Blueprint Pilot school for the 24-25 school year which has increased our opportunity to collaborate to meet the needs of the students with whom we serve. Key changes and actions implemented through the Pilot School initiative include:

1. **Upfront Planning and Professional Learning:** Through additional funding we were able to meet as an instructional staff for four days prior to the start of the 24-25 school year. This time was utilized to dig into our school-wide data, align our vision, and begin the ongoing work of developing our collective skills through collaboration. This time also allowed for the development of meaningful teaming practices that created a strong foundation for our content-focused Professional Learning Communities. Beginning the school year with a consistent message, a cohesive plan, and the collegial relationships to manage challenges

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together created synergy that has quickly shifted our climate and will ultimately create a culture where everyone is accepted, appreciated, and supported to be the best version of themselves.

2. **Collaborative Teaming Structures:** We refocused teaming structures to provide daily common planning time, led by instructional leaders, for content teachers and structured student solutions collaborative team meetings.
 - a. Key teaming structures and teams include: 60/40 in Science/SS, Weekly Collaborative Team Meetings, Unit Planning Meetings, Student Solutions, Pupil Service Team.
3. **Direct efforts to improve student culture, climate, and agency:** Led by the Leadership team and informed by collaborative teams, multiple approaches and strategies designed to improve student engagement and agency are to be implemented. These strategies (such as student-led conferences) will be closely monitored by the leadership team and adjusted throughout the course of the year.
4. **Additional school improvement priorities include:**
 - a. Improving Core/Tier 1 instruction in ELA, through professional learning, coaching, and instructional feedback.
 - b. Improving Core/Tier 1 instruction in Mathematics, through professional learning, coaching, and instructional feedback.
 - c. Improving our overall approach to MTSS, to better leverage teachers' and students' use of LAB time, including evidenced-based interventions.

The following provides additional detail for how we are directly working on School Climate and School Culture.

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Climate

The climate at Braddock Middle School is an area that we are committed to improving for students, staff, and families. Our vision is to create a space where everyone belongs, where the pressure to succeed is matched with the support to make it happen. We recognize that the climate of the school can be changed quickly while the culture takes longer to root. The climate directly influences the school culture. The following are practices in place this school year:

- Additional Staff: Mental Health Counselor; Student Support Counselor; School Safety Enforcer; Career Coach, Concentration of Poverty Community School Coordinator
- School-wide learning norms that are taught, posted, and reinforced daily in all learning spaces throughout the school.
- School-wide Positive Behavior Intervention Support Program- Braddock Bucks; Cafeteria Incentives; iReady rewards; booster events following breaks (i.e. returning from Christmas break), Tier II and III plans for small groups and individuals (CICO, counseling groups, R-Rules, Project YES, mentoring, BIP, etc.)
- Creative scheduling to support students with achievement challenges
- Increased opportunity for participation in our After School Program.
- Increased opportunities for students to take ownership in their learning and achievement- Student Led Conferences, SMART goal development, measuring progress over time, weekly awareness of academic status
- School-wide Anti-bullying Campaign- Second Step Bullying Program taught directly in Creative Arts but reinforced regularly in all areas of the school; second semester “We Belong” campaign
- Student Recognition Opportunities: Positive Behavior Referrals, Shining Stars, Positive Phone Calls/Notes home, Newspaper and social media recognition
- Reorganization of our teaming structures- Blueprint Implementation Team, Leadership Team, 60/40 in Science/SS, Weekly Collaborative Team Meetings, Unit Planning Meetings, Student Solutions, Pupil Service Team

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- Student Solutions Bi-weekly Grade Level Meeting: This meeting is an opportunity to meet as a team to monitor student behavior, academic, and social/emotional needs. We utilize the SRSS and teacher/staff observation to develop Tier II or III plans as needed.
- Pupil Service Team: Role enhanced to include regular academic data review as well as monitoring attendance, discipline, and SRSS data; designing interventions for at-risk students and families
- Through the role of the Community School Coordinator enhance our community relationships: UPMC R-Rules; YMCA- Project AIM, Allegany County First Responders “Stop the Bleed” program, AYEPS program, Western Maryland Food Bank, Maryland DNR, etc.
- Physical Environment: We are mindful that the environment has a direct impact on the climate. Braddock is a very clean, well maintained building.
- Include parents (1-2 from each grade level) and students (NJHS and Student Council Presidents) on Leadership Team
- Various forms of home-school communication: Braddock Parent Involvement Facebook Page, Monthly Activities Calendar, Principal Chats, Family Annual Holiday Open House, Student Led Conferences
- Establish forms of staff praise (Peer Praise and Student Praise); Pulse Recognition
- Restorative Practices Circles
- Opportunities to increase school spirit and school pride- School Spirit Week in October; hallway decorations, Braddock Gear

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Culture

Braddock Middle School has some components of a strong school culture. We looked at our school culture in three ways: 1) from the viewpoint of students; 2) from the eyes of staff; and 3) as parents or visitors to our school. The ultimate goal at Braddock is to embody a culture where everyone feels welcomed and supported and there is a strong sense of trust.

Cultivating a culture that promotes professional growth and student learning involves multiple reinforcing strategies and resources, described here as our plan for improvement.

Braddock staff has a collaborative team focus. We have 5 primary instructional teams: Grade 6, Grade 7, Grade 8, Creative Arts, and Special Education. These teams meet weekly to plan collaboratively, to engage in professional learning, and for a student needs centered meeting called “Student Solutions.” Each team has two representatives on the Leadership Team. Through the creation of the Leadership Team, we established a core group that is representative of the whole staff to work as a collaborative body to identify, design, and implement strategies and activities that will support our efforts to ultimately meet our vision while holding tight to our core values. This team functions as a democracy allowing everyone to have a voice. Having the cross-section of staff, parents, and students makes this team the core decision making body in our school.

Providing High-Quality and Standards Based Instruction. At Braddock, all students have access to a guaranteed Tier I curriculum. Through collaborative planning, teachers are able to identify accommodations to support all students. We implement an MTSS approach with all students receiving Tier I instruction and identified students receiving Tier II and Tier III instruction. Student needs are identified through various data measures including screeners (iReady for reading and math, MAP for ELA, and the SRSS) and more diagnostic tools like Curriculum Based Assessments, iReady Growth Monitoring and Ongoing Formative Assessments.

Staff at Braddock work collaboratively to plan and implement specially designed instruction to ensure that all special education students are successful in the classroom. Staff members work collaboratively to support one another. Each grade level team meets weekly. Specialized staff are included. A goal this school year is to create a time when like-content teachers can meet each month.

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Instructional Coaching. To complement our ongoing collaborative efforts and improve Tier I instruction, Braddock appointed two full time instructional coaches in English Language Arts and Mathematics. These individuals will participate in frequent, targeted collaboration with their content level teams in order to improve educational pedagogy and strategy within the classroom. In addition, Braddock also utilizes two part-time Science and Social Studies instructional coaches, who in turn, work with their respective teams. All coaches are being trained to truly “coach” their colleagues this year with an intent to fully implement a coaching model next school year.

Realizing that we have a responsibility to educate the whole child, we established some goals related to social skills for the 2024-2025 school year. We are continuing to implement and expand our bullying prevention initiatives through the Second Step Program at all grade levels. The goal is for a culture of kindness, support, and mutual respect to permeate the building in all interactions and relationships. To further support this idea, Braddock utilizes a portion of our co-curricular periods (WIN) for teachers to work with their students on activities related to team building, growth mindset, and character traits. In addition, students will develop personal portfolios during this period to prepare them for participation in student-led conferences with their respective families. This reflective process allows students to take greater ownership over their educational pursuits and academic goals. Braddock also structures the daily schedule so the homeroom teacher is also the period 10 teacher. This allows staff to focus on monitoring one group of students as they arrive and depart for the day. The teacher creates a sense of belonging with this group so that every student at Braddock has an adult that they see as their advocate and a chance to touch base first thing in the morning and prior to leaving for the day.

We realize the importance of feeling valued and respected as tentpost for school culture. We will continue to recognize students for academic, behavioral, and social achievements. We will recognize our student groups and organizations for their efforts and achievements throughout the school year on the announcements and on the Braddock Facebook page. A focus this year is to recognize and build positive relationships with our underserved students. We have reestablished our *Guys with Goals* and *Girls Run the World* groups, and created a yearlong plan to support these groups as they develop goals, create an action plan, and achieve their goals. Through intense mentoring and support, we aim to develop a growth mindset and positive attitude with these students. We also have Project YES which aims at empowering students to achieve their goals.

Through our Career Coach, we are focusing on career exploration, specific interests and aptitudes for certain careers, pathways to careers, etc. This program is pivotal for the middle school age group as it allows them to begin understanding. Our Career Coach

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also provides explorative career experiences to our school population, taking students on quarterly field trips to various local businesses throughout the school year.

With the addition of our new Community School Coordinator, we at Braddock build upon connections between students, staff, families, and the community to help students thrive academically, socially, and physically. Our coordinator assesses the strengths and areas of need for our school in order to strengthen the connections between school, home, and the community to create positive, holistic change for the individuals that we serve.

We will continue to recognize our staff for their efforts. We have a bulletin board captioned, “A Note of Praise” where students, parents, or other staff members can jot a note of praise about a staff member. Staff members will be recognized on the announcements and on the Braddock Facebook page.

The visual environment at Braddock is top-notch. The school is very clean and well maintained. Students and staff take pride in the aesthetics. An environmental focus for this year is to increase opportunities for student work to be displayed and for students to have ownership in the hallway decor. The PBIS team has established a . Teachers will identify spaces in the hallway where student work can be displayed for all to see.

It is important to the students and staff at Braddock that guests feel welcomed and comfortable in our building. The main office staff realizes the importance of their words, tone, and body language when guests enter the building. Creating a welcoming, friendly space is extremely valuable as we work to build relationships with families. Classroom greeters extend a welcoming feeling and also allow students to practice their skills in greeting people (handshake, welcoming words, eye contact, smile, etc).

As we dig deeper into our culture we recognize that a large part of our student population comes from economically disadvantaged backgrounds. New staff participated in the professional development from AHA Processes, A Framework for Understanding Poverty by Dr. Ruby Payne. As a school, we are implementing mental models and language activities across all disciplines, “Future Story” and “Plan Your Grade” are components taught during WIN to increase student ownership in overall learning and progress toward goals. These are integral pieces in preparing students for Student Led Conferences.

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 6

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	0	43	43
Itinerant staff	0	3	3
Paraprofessionals	1	7	8
Support Staff	0	7	7
Other			
Total Staff	1	63	64

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	≤10
African American	28
White	444
Asian	≤10
Two or More Races	58
Special Education	91
LEP	0
Males	277
Females	261
Gender X	≤10
Total Enrollment	538
FARMS Rate (2023-2024)	60.21%

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Special Education Data 2024-2025 School Year

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	4	06 Emotional Disturbance	1	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	16	14 Autism	5
04 Speech/Language Impaired	11	09 Specific Learning Disability	39	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	5	TOTAL COUNT	81

III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All Grades	89.3%	89.1%
Grade 6	90.6%	90.2%
Grade 7	86.6%	90.1
Grade 8	87.7%	87.1%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
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All Students	89.3%	89.1%
Hispanic/Latino of any race	88.5%	88.1%
American Indian or Alaska Native	85.6%	NA
Asian	95.8%	96.6%
Black or African American	89.5%	86.2%
Native Hawaiian or Other Pacific Islander	NA	NA
White	89.5%	89.7%
Two or more races	88%	85.4%
Male	89%	89.7%
Female	89.8%	88.4%
EL	95%	96.7%
Special Education	85.2%	85.6%
Free/Reduced Meals (FARMS)	86.3%	86.5%

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

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The overall attendance at Braddock Middle School has had a notable decline when compared to pre-pandemic data (93.3% in 2019 to 89.1% in 2024). With a school-wide goal of 94%, we are below for the aggregate and all subgroups. Consequently, the School Improvement team has increased efforts to address overall attendance. Additionally, our lowest subgroups are the Special Education population, Free and Reduced Meals students, and Two or More Races with 85.6%, 86.5%, and 85.4%, respectively. Our 2024-25 focus will be on all students with special attention of the three lowest subgroups.

We are also targeting students earlier in an effort to educate families about the detriments of absences on learning and social growth.

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

- **Early identification** of students “at risk” of becoming habitually absent. At PST, we identified students missing 5 days or more at the end of the first marking period. These students will be monitored and moved to a Tier II attendance plan as needed.
- **Project YES- Man Cave and Girls’ Empowerment** Project Yes coordinator has created a group called “Man Cave” and a “Girls’ Empowerment Group” that have breakfast together during certain days of the week. These students gain points in their respective groups for attending breakfast. Students are monitored on a weekly basis and earn points on their individual goal charts. In addition, these charts are discussed weekly at the PST meeting.
- **Welcoming Environment-** Office and front line staff will greet tardy or absent students with a welcoming message rather than any negative comments.
- **Student Solutions** Students will be monitored weekly at grade level Student Solutions. Those students exceeding 10 days will be required to stay after school to complete missed assignments.
- **Lunch Groups** School counselor has established lunch time to target a group of students who have expressed that they lack school supplies, hygiene issues, etc that may be causing an issue regarding attendance. The intent of this group is to make sure that students feel prepared and have the essential items needed to experience success in the classroom.
- **Attendance Contracts** The Pupil Service Team will continue to monitor attendance weekly. The Pupil Personnel Worker will send personalized letters to students at 5 and ten days. In addition, the Pupil Personnel Worker and school administration will continue to conduct parent conferences with students who exceed 10 days of unexcused absences to sign attendance contracts.
- **Home Visits/Parent Conferences** The school PPW will make home visits to investigate possibilities of truancy and family needs.
- **Guys with Goals and Girls Run the World-** These groups are established to target students who need assistance being prepared for school. This group of students will learn about the importance of attending school and make the connection of how successful students become successful adults. In addition, the goal for this group of students is to create a relationship with

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families so that parents would have a buy-in to the goal of having their students attend school. Families have participated in a school Thanksgiving dinner after school hours and will be invited to attend the Guys for Goals tree decorating event. All of these activities are held after school hours so students, parents, and school staff have the opportunity to collaborate on ideas to assure the success of these students.

- **Attendance Works-** Utilize the “Understanding the Root Causes for Student Absenteeism” for all students missing 10% or more school days each month. Implement strategies to best address the determined need(s) of the chronically absent student from Future Ed’s “Attendance Playbook: Smart Strategies for Reducing Student Absenteeism Post-Pandemic.”
- **Disrupting Parent Misconceptions about School Attendance-** Beginning in August, 2024, send text messages, emails, postcards, social media posts, etc. to inform parents of the detrimental impact missing school can cause. Through regular messaging, parents will be informed about the benefits of excellent school attendance and how missing even one day of school each month can be detrimental to their child’s overall development and growth.
- **Adding a student attendance “check-up”** report for Student Led Conferences so parents see the trends in their child’s attendance and how monthly absences can equate to a big picture deficit.

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)	58%	60.85%	62.8%
Not Chronically Absent (student count)		359	364
Report Card Points Earned	5	6	2.5

Habitually Truant

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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)	10.71%	7.05%	7.41%
Habitually Truant (student count)	65	42	43

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

Habitually truant students often have factors impacting their attendance. In 2019, we had 8 students categorized as “Habitually Truant.” That number has grown significantly since the Covid pandemic with 65 students in 2022, 42 students in 2023 classified as habitually truant and 43 students in 2024.. The aforementioned Student Solutions team, in collaboration with the Pupil Service Team, will identify students at-risk for habitual truancy and design individualized interventions using the Attendance Works resources. It is possible that these students will have academic and behavioral concerns as well. The team will develop a Tier III intervention plan to address the multifaceted needs of these students. Each student classified as habitually truant will have an assigned staff member as the “case manager.” The case manager will personally call home if the student is absent and offer support and words of encouragement letting these families know that we care and that we miss their child and hope to see them the next day.

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	654	722	614

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All Suspensions	61	132	126
In School	2	0	0
Out of School	59	132	126
Sexual Harassment Offenses	3	0	2
Harassment/Bullying Offenses	11	14	20

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

At Braddock we have seen a decline in the number of total referrals from 2022-23 to 2023-24. The previous increase in total number of referrals from 2021-2022 to 2022-2023 is due in part to the covid restrictions being lifted and students having greater freedom to move about the building, cafeteria, and restrooms. Additionally, for the first time since we had to engage in online learning, due to the pandemic, the state allowed schools to have full school assemblies. This was the first time since the 2018-2019 school year that the students were allowed to gather together and not practice social distancing. We feel that the larger numbers of students together in these areas without restrictions is a large reason why we saw the uptick in total referral from the 2021-2022 school year to the 2022-2023 school year.

The plan to reduce the number of referrals is as follows:

- Increased concentration on schoolwide PBIS program
- Refresher/Booster PBIS overviews of rules and expectations
- Consistent schoolwide language of PBIS
- Increased PBIS rewards/incentives for positive behavior and attendance
- Increased mental health support/ Support counselor

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Established and enforced consistent learning norms in all classroom spaces

VI. EARLY LEARNING (Elementary Only)

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)

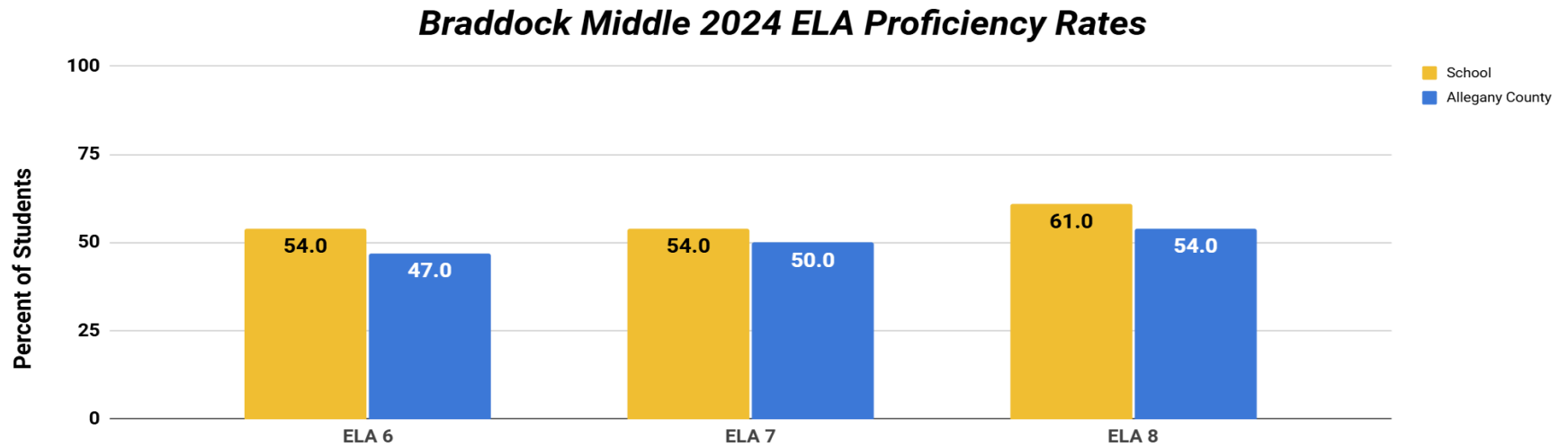
Points for ELA Proficiency out of 5 = **2.8**

Points for ELA average levels out of 5 = **3.2**

Points for ELA Growth out of 12.5 = **5.5**

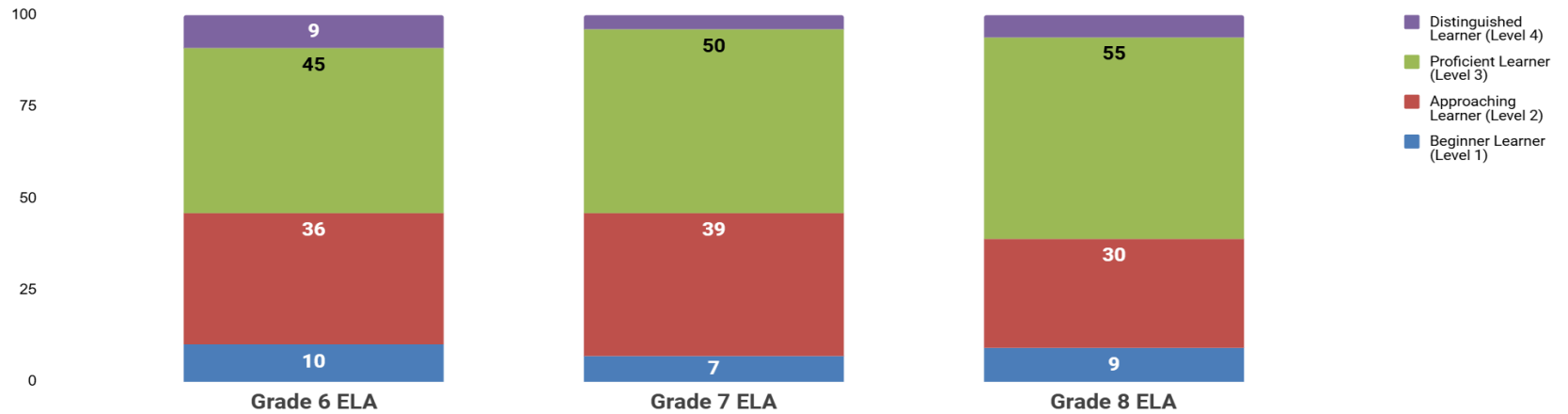
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



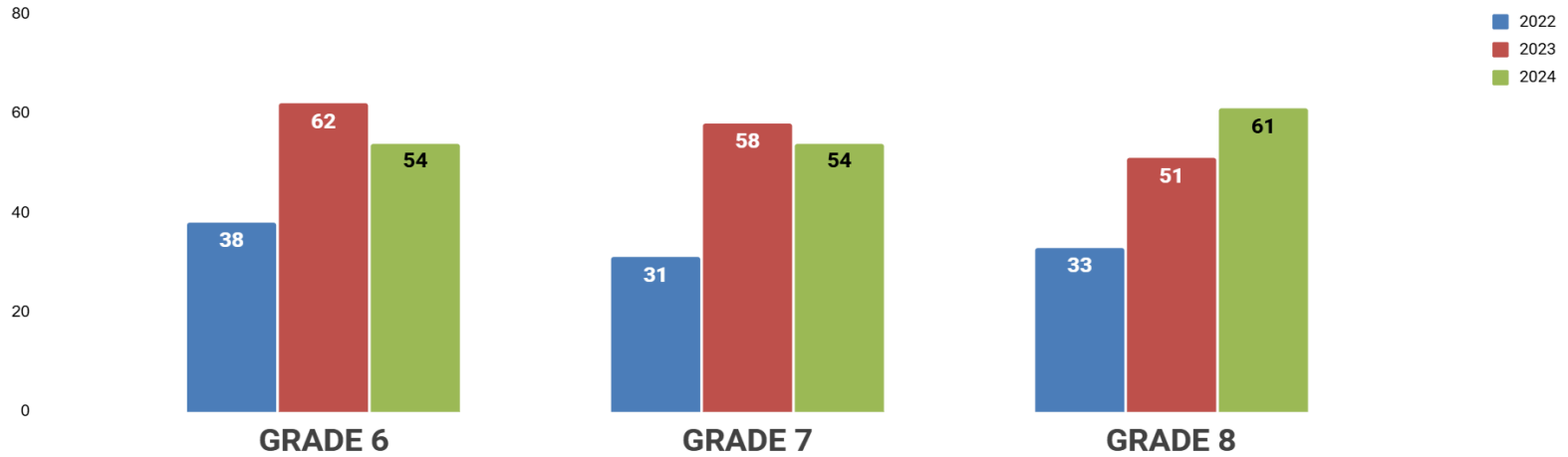
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Braddock Middle School 2024 MCAP ELA Proficiency Levels

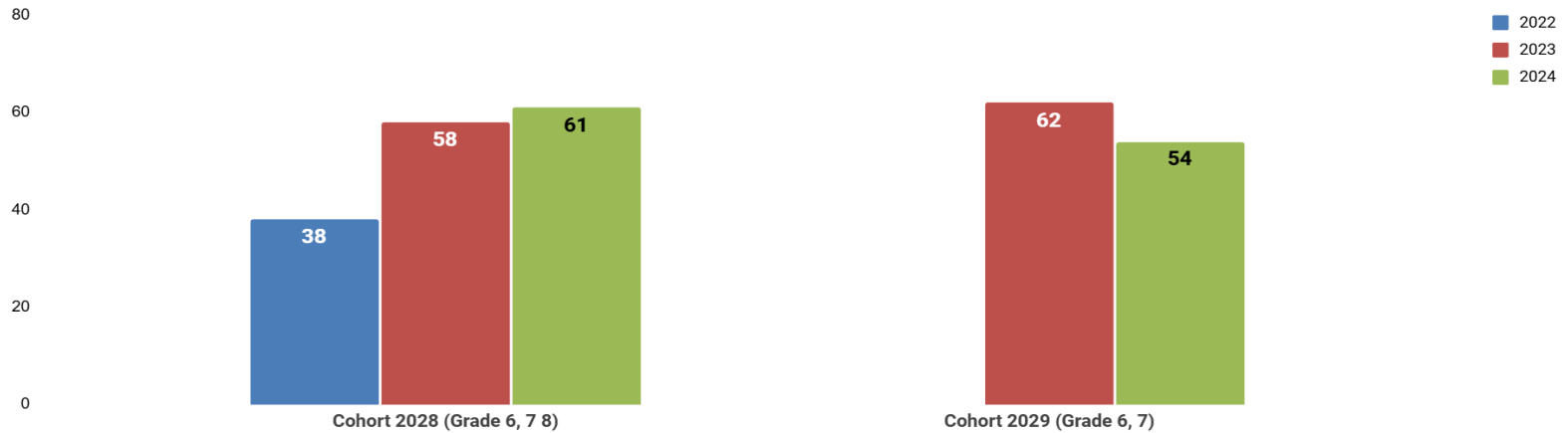


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Braddock Middle ELA Proficiency Trend



Braddock Middle ELA Cohort Proficiency Growth



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ELA FOCUS AREA 1:	Grades 6-8, Special Education Subgroup
Focus Area Goal	By the end of the 2024-2025 school year, students with IEPs will increase by 5% to Proficient or Distinguished Learner (≥ Level 3) on the MCAP to close the gap between them and students that do not have an IEP.
Root Cause(s):	Typically, students with IEPs struggle with their comprehension because they are required to read and analyze texts from multiple sources that are above their reading level. They then have to use this information to develop a written essay. Additionally, vocabulary is typically a weakness which impairs their ability to comprehend text. IEP and 504 students also have diverse and profound needs that require additional targeted scaffolding and differentiation. Furthermore, teachers possess many deficits in their instructional pedagogy and skills related to the instruction of high-need learners.
Focus Content Standard(s):	RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Barriers:	Tier 1 text level requirements are above the independent and instructional reading level of many of the special education students. Many writing tasks require students to synthesize and pull evidence from a variety of sources, which proves difficult due to the aforementioned complexity. Due to this, a true measure of a student's reading or writing ability is often indeterminable. Teachers lack skills and knowledge appropriate to address the specific needs of SPED learners.
Needed Resources:	<ul style="list-style-type: none"> • Methodology to better identify incoming student deficits and utilizing many data points consistently • Training on interpreting elementary data • Universal Science of Reading training • Operationalize consistent school norms and expectations for student behavior and performance within the learning community • Operationalize restructuring of Reading Lab, robust with adequate, appropriate, and scaffolded support • Strategies to increase student accountability and ownership of their individual academic pursuits
Strategies and/or evidence-based interventions:	Strategies being implemented include the following: <ul style="list-style-type: none"> • RACE strategy to provide text support and cite evidence in written responses in all content areas. • Online Resources Provided with Textbook series, HMH Into Literature <ul style="list-style-type: none"> ○ Reader's Choice texts with a variety of lexiles for the Tier 1 textbook units ○ Summaries with Targeted Passages for students who need it

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	<ul style="list-style-type: none"> ○ Adapted Text with Targeted Passages for students who need it ○ Read Aloud Audio ○ Peer Coach Videos for targeted skills ○ Anchor Charts for targeted skills ○ Interactive Vocabulary and Grammar Lessons ○ Notice & Note research-based strategies by Kylene Beers and Robert E. Probst ● Reading Lab <ul style="list-style-type: none"> ○ Extension of core classroom learning with targeted lessons to increase student proficiency ○ Independent reading pathway and activities via i-Ready dictated by student diagnostic performance ● Specially Designed Instruction (SDI) ● Cross-curricular annotation system and methodology ● Coaching and collaborative planning <ul style="list-style-type: none"> ○ Engagement in consistent weekly collaborative planning <ul style="list-style-type: none"> ■ Internalization of curriculum and curricular materials ■ Differentiation and development of appropriate scaffolding resources ○ Additional coaching as determined <ul style="list-style-type: none"> ■ Learning walks ■ Targeted feedback and support ■ Individualized planning with literacy coach ■ Co-teaching and modeling by literacy coach ● Weekly, consistent co-planning between ELA and SPED ● Interactive notebooks ● Reading Interventions including i-Ready, i-Ready Phonics, Read 180 and Read 180FS with creative scheduling at mid-year for qualifying students ● Additional teacher and/or coach created resources to supplement classroom instruction and address potential curricular oversight ● Implement exemplary, clear Learning Targets and Success Criteria ● Improve utilization of and response to ongoing formative assessment ● Development of SMART goals with students in relation to MCAP performance and diagnostic data
How will it be funded?	The school, special education department, and ELA department will fund the needed resources.

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Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Step 1: Special education teachers will be given access to online resources for the HMH <i>Into Literature</i> Tier 1 textbook, as well as any associated resources outlined by the county curriculum. • Step 2: Students are screened at the beginning of the year using the iReady Diagnostic in order to be placed in Tier 3 interventions such as Read 180, i-Ready Phonics, or, i-Ready. Additionally, data will be triangulated to ensure appropriate student placement. • Step 3: ELA and SPED teachers will commit to utilizing the RACE strategy, annotation system, and state MCAP rubrics. Through careful instruction, students will also utilize these to grow toward mastery in the content area. • Step 4: Special education teachers will be coached on how to use the resources listed above with fidelity including how to modify the resources for all students. • Step 5: The school literacy coach will hold collaborative planning weekly with ELA staff to internalize and plan curricular instruction, as well as appropriate differentiation and development of scaffolding strategies and associated resources. • Step 6: ELA and SPED staff will meet for weekly co-planning to ensure equitable instruction, with appropriate scaffolds and modifications in place. ELA and SPED staff will also plan and gather materials for flex grouping and determine appropriate co-teaching approaches to classroom instruction.
Monitoring Procedure:	NWEA MAP Assessment (middle, end of year), HMH reports for Read 180 data, i-Ready Diagnostic (beginning, middle, end of the year), ELA benchmarks (end of the unit within the Scope and Sequence), SLO, MCAP data from spring of 2024

ELA FOCUS AREA 2:	Grades 8, Individual Growth
Focus Area Goal	By the end of the 2024-2025 school year, the percentage of students in Grades 8 achieving Proficient (level 3) or Distinguished (Level 4) on the ELA MCAP will increase by 5% overall.
Root Cause(s):	<p>Upon analyzing the Spring 2024 MCAP scores, the now 8th grade cohort achieved no overall growth in MCAP pass rate; in fact, the cohort lost ground. Overall, scores decreased, dropping from 53% (107) to 50% of students (100) earning a “3” and 9% (18) to 4% of students (8) earning a “4.”</p> <p>The current 8th grade cohort are not making progress because they are not adequately prepared to engage with MCAP type questions; therefore, their scores are not improving. The root cause is that these students have not been required to take ownership of their learning or given a voice in their educational pursuits.</p>
Focus Content Standard(s):	RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the

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	grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Barriers:	<ul style="list-style-type: none"> Students are not receiving adequate practice with their Tier I instruction associated with evidence-based reading strategies that support understanding of the text. ELA teachers are not using the district approved resources with fidelity. Students have not taken ownership of nor been given adequate exposure to the state MCAP rubrics. Teachers have inconsistently utilized these rubrics to assess student performance and students have been unable to truly take ownership of their individual deficits. Until this school year, Reading Lab has been structured inconsistently, due to teacher knowledge gaps. Students are not receiving adequate support and intervention within their Reading Lab times. Students have not been held accountable for lack of achievement and performance within their classes. Students have not been challenged to take ownership of their individual performance.
Needed Resources:	<ul style="list-style-type: none"> Notice & Note professional development Universal Science of Reading training Operationalize consistent school norms and expectations for student behavior and performance within the learning community Operationalize restructuring of Reading Lab, robust with adequate, appropriate, and scaffolded support Strategies to increase student accountability and ownership of their individual academic pursuits
Strategies and/or evidence-based interventions:	<p>Strategies being implemented include the following:</p> <ul style="list-style-type: none"> Student-led conferences and development of academic portfolios during WIN Assigned study hall period for failing or at-risk students HMH Into Literature textbook materials such as Level Up Tutorials on writing, student models, revision guides, and interactive writing lessons Utilizing Reading Lab as an extension of core Tier 1 instruction RACE writing strategy implemented in all content areas for all grade levels MCAP writing rubric Scaffolding using the Gradual Release of Responsibility model (GRR) Cross-curricular annotation strategy Utilization of appropriate graphic organizers to organize and interpret text evidence Coaching and collaborative planning <ul style="list-style-type: none"> Engagement in consistent weekly collaborative planning <ul style="list-style-type: none"> Internalization of curriculum and curricular materials Differentiation and development of appropriate scaffolding resources Additional coaching as determined

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	<ul style="list-style-type: none"> ■ Learning walks ■ Targeted feedback and support ■ Individualized planning with literacy coach ■ Co-teaching and modeling by literacy coach <ul style="list-style-type: none"> ● Weekly, consistent co-planning between ELA and SPED ● MCAP review (After-School Program students only) ● Creative scheduling to accommodate READ 180 intervention ● Review of failing grades and procedures to address make-up work and knowledge gaps ● Implement exemplary, clear Learning Targets and Success Criteria ● Improve utilization of and response to ongoing formative assessment ● Development of SMART goals with students in relation to MCAP performance and diagnostic data
How will it be funded?	Strategies being implemented are funded through the school and ELA department.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> ● <u>Step 1:</u> The literacy coach will analyze and share 2023-2024 MCAP data with the respective stakeholders. ● <u>Step 2:</u> The literacy coach will conduct learning walks for the purpose of collecting school wide trends on the use of district approved resources. ● <u>Step 3:</u> The literacy coach will work with ELA teachers in collaborative planning in order to assist them with the internalization of county curricula, along with the utilization of Notice & Note reading strategies, the RACE strategy, annotation, and MCAP rubrics. ● <u>Step 4:</u> Content teachers and SPED staff will meet in weekly co-planning meetings to differentiate and scaffold appropriately for IEP/504 learners. ● <u>Step 5:</u> ELA teachers will reflect on their use of appropriate strategies and curricular content and follow up with the literacy coach regularly. ● <u>Step 6:</u> Content coaches will engage in professional development and training with a representative from i-Ready, the main intervention platform utilized within the Reading Lab class period. Following this, coaches will train and work with teachers to rethink the procedures of an effective Reading Lab, focusing on extend the core Tier 1 content and providing targeted small group and individualized instruction to address specific gaps in learning. ● <u>Step 7:</u> Students will develop an academic portfolio throughout their WIN course, detailing their strengths and struggles. Students will take ownership of their performance through the usage of student-led conferences, occurring on two occasions throughout the school year.
Monitoring Procedure:	Throughout the school year, students will be informally and formally monitored in ELA classes on skills and comprehension. Reading Lab time will be used for flex grouping students for reinforcement of skills and to improve their current abilities to respond to tasks that mirror the MCAP. County-wide benchmarks that include

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	questions based on the focused content standards will help teachers monitor progress. Progress can also be monitored using EdCite and other textbook resources provided by the district. Literacy coach will collaborate weekly with ELA staff to plan and internalize county curricula and assist with any needs related to student understanding and performance in the classroom. All Braddock students will be required to take part in a student-led conference.
FOCUS AREA 3:	Grades 6-8, Informational/Explanatory Writing
Focus Area Goal	By the end of the 2024-2025 school year, students in Grades 6-8 will increase by 5% in the area of Informational/Explanatory Writing on the ELA MCAP.
Root Cause(s):	<p>After analyzing the specific standards that were tested, Braddock Middle School scored on par or above the state average performance level on nearly every tested standard; however, our Informational/Explanatory scores remain far from satisfactory. In the now 8th grade cohort, Informative/Explanatory writing scores failed to hit 10%, dropping significantly from their 2022-2023 performance of over 40%. Both the now 7th grade cohort and outgoing 8th grade failed to score 40%.</p> <p>Based on this, it is clear that these students displayed a massive deficit in Informational/Explanatory writing due to their lack of foundational strategies for writing.</p>
Focus Content Standard(s):	W 2: Write Informative/explanatory texts to examine a topic and convey Ideas, concepts, and Information through the selection, organization, and analysis of relevant content.
Barriers:	<ul style="list-style-type: none"> • Students are not receiving adequate practice within their Tier I instruction associated with evidence-based informational writing strategies that support understanding of the text. • ELA teachers are not using the district approved resources with fidelity. • SPED students require additional levels of scaffolding and differentiation that are not being adequately addressed. • Students have not internalized the state MCAP rubrics; therefore, they do not have a conceptual understanding of informational writing expectations. • DBQs are situated within the recommended pacing for Reading Lab, rather than the core ELA curricula. • Lack of specific procedures for writing feedback and the writing process
Needed Resources:	<ul style="list-style-type: none"> • Access to highly-rated exemplar writing responses • DBQ Project professional development • Read180 Schedule Adjustment

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	<ul style="list-style-type: none"> • Notice & Note professional development • Universal Science of Reading training • Operationalize consistent school norms and expectations for student behavior and performance within the learning community • Operationalize restructuring of Reading Lab, robust with adequate, appropriate, and scaffolded support • Strategies to increase student accountability and ownership of their individual academic pursuits
Strategies and/or evidence-based interventions:	<p>Strategies being implemented include the following:</p> <ul style="list-style-type: none"> • RACE strategy to provide text support and cite evidence in written responses in all content areas. • MCAP rubric utilization for all classroom writing projects • Utilization of student exemplars to model expected outcomes and writing excellence • Notice & Note research-based strategies by Kyleene Beers and Robert E. Probst • Reading Lab <ul style="list-style-type: none"> ○ Extension of core classroom learning with targeted lessons to increase student proficiency ○ Direct support for writing deficiencies via i-Ready “Writing Toolbox” ○ Instruction and appropriate scaffolding through DBQ process ○ Independent reading pathway and activities via i-Ready dictated by student diagnostic performance • Specially Designed Instruction (SDI) • Cross-curricular annotation system and methodology • Coaching and collaborative planning <ul style="list-style-type: none"> ○ Engagement in consistent weekly collaborative planning <ul style="list-style-type: none"> ■ Internalization of curriculum and curricular materials ■ Differentiation and development of appropriate scaffolding resources ○ Additional coaching as determined <ul style="list-style-type: none"> ■ Learning walks ■ Individualized planning with literacy coach ■ Co-teaching and modeling by literacy coach • Weekly, consistent co-planning between ELA and SPED • Interactive notebooks • Reading Interventions including i-Ready, i-Ready Phonics, Read 180 and Read 180FS • Additional teacher and/or coach created resources to supplement classroom instruction and address potential curricular oversight • Implement exemplary, clear Learning Targets and Success Criteria

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	<ul style="list-style-type: none"> • Improve utilization of and response to ongoing formative assessment • Development of SMART goals with students in relation to MCAP performance and diagnostic data
How will it be funded?	Strategies being implemented are funded through the school and ELA department. Additional funding for county-PD will come from the county-level BOE.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Step 1: All teachers will be given access to county ELA curricular resources. • Step 2: Students are assessed at the beginning of the year using the iReady Diagnostic in order to be placed in Tier 3 interventions such as Read 180, i-Ready Phonics, or, i-Ready. • Step 3: ELA and SPED teachers will commit to utilizing the RACE strategy, annotation system, and state MCAP rubrics. Through careful instruction and consistent exposure, students will also internalize and utilize these to grow toward mastery in the content area. • Step 4: Teachers will be coached on how to use the resources listed above with fidelity including how to modify the resources for all students. Teachers will provide students with exemplars of writing prompts, where appropriate. • Step 5: The school literacy coach will hold collaborative planning weekly with ELA staff to internalize and plan curricular instruction, as well as appropriate differentiation and development of scaffolding strategies and associated resources. • Step 6: ELA and SPED staff will meet for weekly co-planning to ensure equitable instruction, with appropriate scaffolds and modifications in place. ELA and SPED staff will also plan and gather materials for flex grouping and determine appropriate co-teaching approaches to classroom instruction. • Step 7: Students who fall behind in ELA will be provided additional opportunities within their schedule to address their performance - i.e. mandatory study hall for failing students, small group or individual targeted instruction within Reading Lab.
Monitoring Procedure:	Throughout the school year, students will be informally and formally monitored in ELA classes on their writing growth. All formal writing projects will be evaluated using the state MCAP rubric, with feedback provided directly to students. Reading Lab time will be used for flex grouping students for reinforcement of skills and to improve their current abilities to respond to tasks that mirror the MCAP. County-wide benchmarks that include questions based on the focused content standards will help teachers monitor progress. Progress can also be monitored using EdCite and other textbook resources provided by the district. Literacy coach will collaborate weekly with ELA staff to plan and internalize county curricula and assist with any needs related to student understanding and performance in the classroom. All Braddock students will be required to take part in a student-led conference.

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Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> → HMH Online, DBQ Online, CommonLit, READ180 platform, Nearpod, Flocabulary, Edpuzzle, Newsela, Schoology, Google Docs → Graphic organizers, checklists, essay frames → Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, charts, or diagrams → Present instruction in accordance with GRRUDL, gradually releasing responsibility learners → Provide exemplars to model expectations for writing
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> → Oral, visual, tactile presentation → Provide students with state MCAP rubrics, as well as modified MCAP checklists to guide their completion of associated writing tasks → Provide sentence starters, essay frames, or visual aids → Provide checklists and guides for note-taking → Provide graphic organizers and templates for data collection and organizing information → Use story webs, outlining tools, or concept mapping tools → Provide scaffolds that can be gradually released with increasing independence and skills → Compose in multiple media such as text, speech, drawing, illustration, design, film, music, visual art, or video

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	<p>→ Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</p>
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<ul style="list-style-type: none"> → Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions → Physically posted Learning Intentions and Success Criteria to ensure student acclimation with intended learning and expected outcomes → Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities → Use prompts or scaffolds for visualizing desired outcome → Differentiate the degree of difficulty or complexity within which core activities can be completed → Provide alternatives in the permissible tools and scaffolds → Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors) → Construct communities of learners engaged in common interests or activities → Create expectations for group work (e.g., rubrics, norms, etc.) → Ensure maximization of classroom time through appropriately planned instruction → Utilization of multiple modalities of instruction to avoid monotony and address diverse learning styles, ensuring educational equity

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B. MATHEMATICS

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

Short Term Goal: to 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 = **1.6**

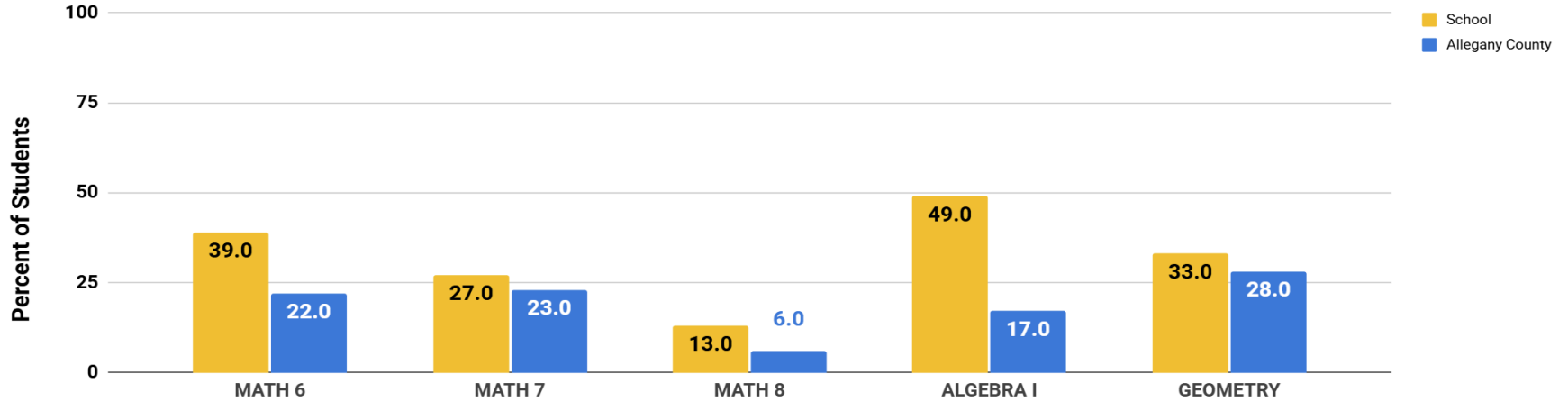
Points for Math average levels out of 5 = **2.6**

Points for Math Growth out of 12.5 = **7.5**

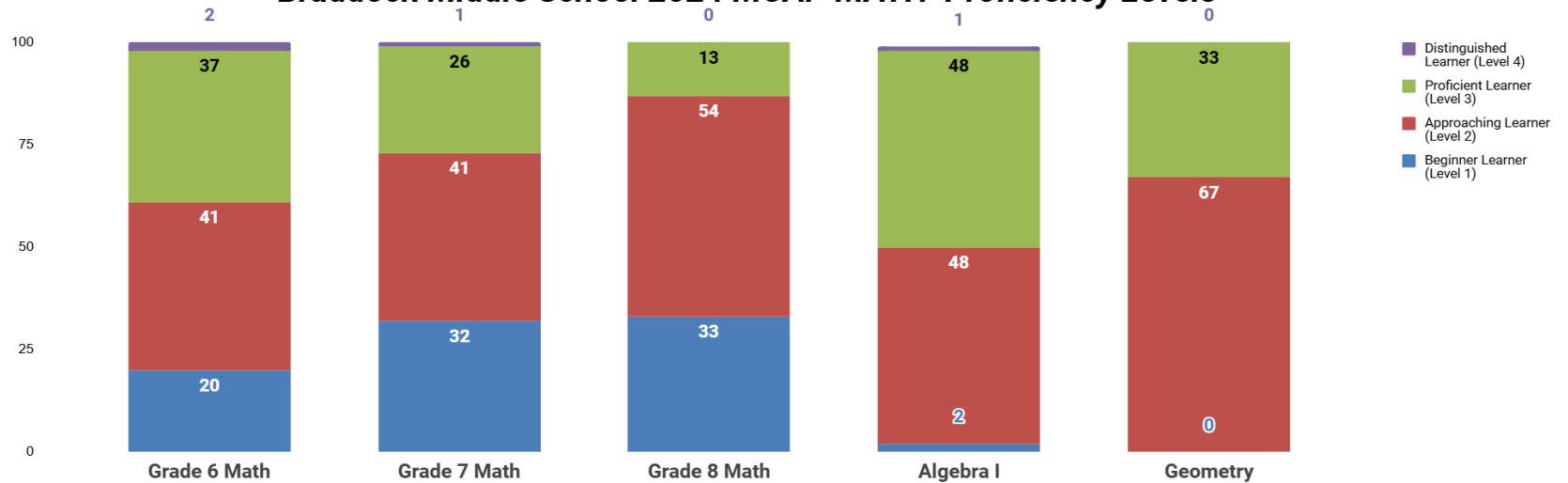
- 1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph**

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Braddock Middle 2024 Math Proficiency Rates

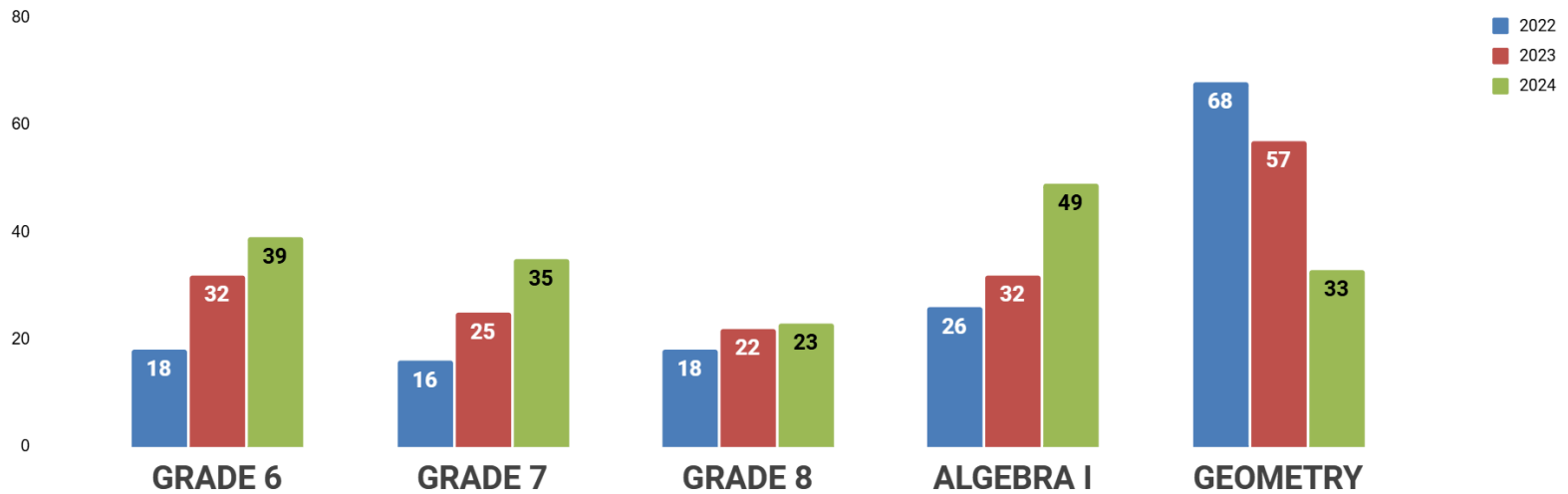


Braddock Middle School 2024 MCAP MATH Proficiency Levels

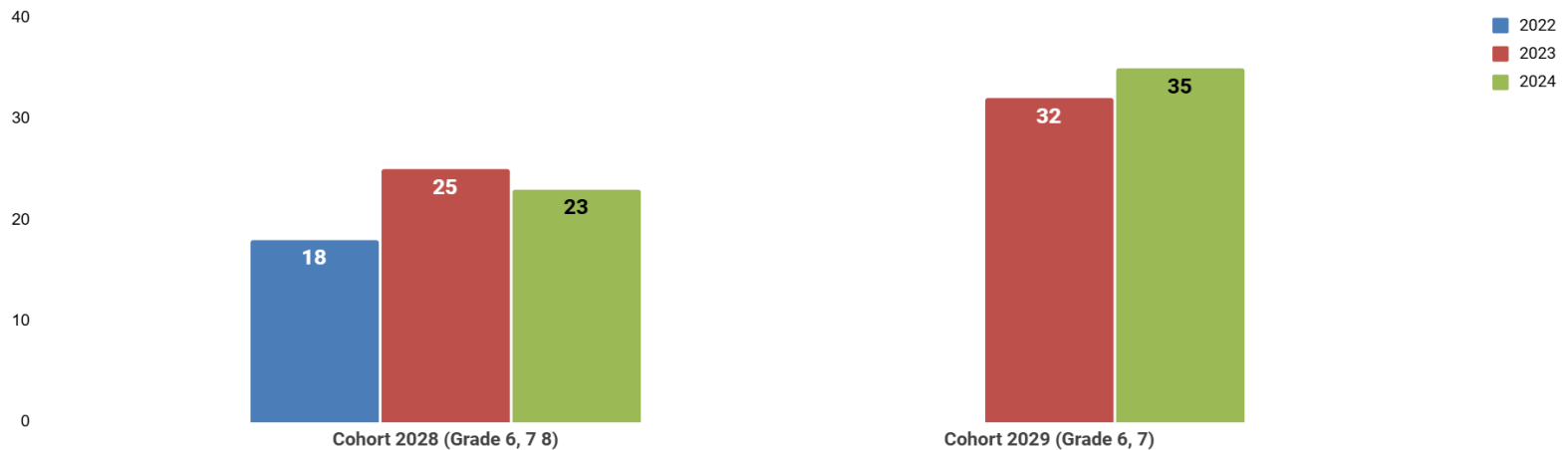


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Braddock Middle Math Proficiency Trend



Braddock Middle Math Cohort Proficiency Growth



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MATH FOCUS AREA 1:	Math 6-8 All Students
Focus Area Goal	In 2023-24, Braddock had 32% of students in grades 6-8 score proficient or advanced on MCAP. Our goal for the 2024-25 school year is to increase the percentage of students passing MCAP by 5%.
Root Cause(s):	Braddock had 32% of students pass their MCAP test. After analyzing our scores through the 5 Whys, we feel our students are able to read the questions, but lack the comprehension and problem solving skills needed to apply their mathematical ability to solve the problem. We believe that with more experience using the current curriculum and shifting our focus to a more facilitative instructional delivery model students will grow in their ability to think, plan, and reason through difficult mathematical tasks.
Focus Content Standard(s):	<p>Based on the evidence statements, the following standards are the lowest performing standards: The modeling and reasoning standards are the lowest standards in all three grades. Students have difficulty with Type II & Type III questions which involve modeling and reasoning.</p> <ul style="list-style-type: none"> ● REASONING <ul style="list-style-type: none"> ○ 6.R.1 & 7.R.1 - Reasoning with Ratios and Proportional Relationships ○ 6.R.2 & 7.R.2 - Reasoning with Number Systems ○ 6.R.3 & 7.R.3 & 8.R.1 - Reasoning with Expressions & Equations ○ 8.R.2 - Reasoning with Functions ○ 8.R.3 - Reasoning with Geometry ● MODELING <ul style="list-style-type: none"> ○ 6.M.1 & 7.M.1 & 8.M.1 - Real world Model, analyze, predict, solve multi-step problems, and draw conclusions
Barriers:	<ul style="list-style-type: none"> ● Educators lack professional development with the Modeling and Reasoning Standards. ● With a focus on i-Ready's Try It, Discuss It, Connect it Model of teaching math, we have low emphasis on traditional algorithms. Since there are a few standards in our focused content that require traditional algorithms, our new math approach can be a barrier at times. ● This model of instructional delivery is new and requires ongoing, job embedded professional development to ensure teachers are equipped with the skill set needed to deliver high quality math instruction in this style.
Needed Resources:	<ul style="list-style-type: none"> ● Educators need ongoing, job embedded professional development in the following areas: <ul style="list-style-type: none"> ○ Understanding the standard progressions and the multiple strategies that students are taught in previous years

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	<ul style="list-style-type: none"> ○ Connecting their grade level evidence statements documents to the iReady Classroom curriculum ○ iReady instructional delivery model ○ Ongoing data analysis- how to effectively use data to adapt for learner needs
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Implement i-Ready Try it, Discuss it, Connect it routine ● Educators will plan math interventions and aligned activities that reflect the rigor of the standards using explicit, systematic instruction. The Concrete, Representational, and Abstract (CRA) sequence will be utilized to facilitate students' deeper understanding of mathematical concepts. ● Additional iReady resources available to use within small group instruction include hands-on model activities, fluency practice, math center activities, and interactive tutorials.
How will it be funded?	CARES funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> ● August 2024 - Staff meeting about mission and vision for Braddock ● August 2024 - May 2025 - Internalize i-Ready curriculum in order to build up our Tier I instruction ● August 2024 - May 2025 - Content Teachers & Special Education teachers collaborate to strengthen our Tier II plan for students during math lab ● March 2025 - Math 2025 - MCAP review activities ● August: Full Adoption of iReady Math. <ul style="list-style-type: none"> ○ In i-Ready, students will get modeling in every lesson. ○ Embedded into the iReady Classroom curriculum is the Try-Discuss-Connect routine, which provides students multiple opportunities to engage in all parts of the modeling cycle. ○ In i-Ready students will see that there are many ways to approach mathematical thinking and solutions to problems. ○ Exposing students to a number of representations and approaches helps students to deepen their conceptual knowledge, construct viable arguments, critique the reasoning of others, and enhance their written and oral communication skills. ● FULL YEAR: Students are given a lab time in every math class in order to strengthen or enhance math skills. ● November 2024 - May 2024: MCI coaching allows teachers to take part in a teacher/coach cycle that strengthens teaching strategies through recorded lessons, stock clip videos, and MCI teaching tools.
Monitoring Procedure:	Students will be given diagnostics three times per year. All of these checkpoints will allow teachers to make

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	<p>adjustments to better serve our students.</p> <p>In addition to the adaptive diagnostic assessment used to get a picture of every student's performance and growth at the beginning, middle, and end of the year, the iReady Classroom curriculum offers many formal and informal options to monitor student understanding through sessions, lessons, and units.</p> <p>Failing math students are targeted and given additional support within our Braddock schedule..</p>
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MATH FOCUS AREA 2:	Grades 6-8, Special Education Subgroup
Focus Area Goal	Braddock will increase the number of MCAP level 2 scores. (NOTE: we will focus on students who previously scored at a level 1 and move up to level 2)
Root Cause(s):	IEP students struggle in processing grade level concepts.
Focus Content Standard(s):	<p>For IEP students, we will focus on the Numbers and Operations standards that will help students build fluency mathematics.</p> <p>6.NS.A.1-8(add, subtract, multiply, and divide fractions and decimals</p> <p>7.NS.A.1-8 (add, subtract, multiply, and divide integers)</p>
Barriers:	<ul style="list-style-type: none"> Many students with Individualized Educational Plans have a difficult time performing well on standardized tests. IEP Students may possess one or more learning characteristics that prevent them from learning mathematics as efficiently as their peers without learning problems. Students who have metacognitive deficits may struggle applying grade level learning strategies.
Needed Resources:	<ul style="list-style-type: none"> Internalized iReady Resources More Collaborative planning and co-planning schedule involving Math and SPED teams Professional Development on multiple strategies for teaching students with IEP's
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Tier II and III- Targeted, small group instruction focusing on student data to address prerequisite, foundational skills During small group intervention, teachers will prioritize content that focuses on the essential prerequisite skills from the previous grade level/s using the prerequisite report provided after the initial diagnostic assessment in iReady. The "Recommended Resources," provided in the

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	<p>prerequisite report, will be used to address students' learning needs during small group instruction. Educators will plan math interventions and aligned activities that reflect the rigor of the standards using explicit, systematic instruction. The Concrete, Representational, and Abstract (CRA) sequence will be utilized to facilitate students' deeper understanding of mathematical concepts.</p> <ul style="list-style-type: none"> Engagement in consistent weekly collaborative planning <ul style="list-style-type: none"> Internalization of curriculum and curricular materials Differentiation and development of appropriate scaffolding resources
How will it be funded?	CARES funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> August 2024 - Staff meeting about mission and vision for Braddock August 2024 - May 2025 - Internalize i-Ready curriculum in order to build up our Tier I instruction August 2024 - May 2025 - Content Teachers & Special Education teachers collaborate to strengthen our Tier II plan for students during math lab March 2025 - Math 2025 - MCAP review activities August: Full Adoption of iReady Math. <ul style="list-style-type: none"> In i-Ready, students will get modeling in every lesson. Embedded into the iReady Classroom curriculum is the Try-Discuss-Connect routine, which provides students multiple opportunities to engage in all parts of the modeling cycle. In i-Ready students will see that there are many ways to approach mathematical thinking and solutions to problems. Exposing students to a number of representations and approaches helps students to deepen their conceptual knowledge, construct viable arguments, critique the reasoning of others, and enhance their written and oral communication skills. FULL YEAR: Students are given a lab time in every math class in order to strengthen or enhance math skills. November 2024 - May 2024: MCI coaching allows teachers to take part in a teacher/coach cycle that strengthens teaching strategies through recorded lessons, stock clip videos, and MCI teaching tools.
Monitoring Procedure:	<ul style="list-style-type: none"> Students will be given diagnostics three times per year. All of these checkpoints will allow teachers to make adjustments to better serve our students. In addition to the adaptive diagnostic assessment used to get a picture of every student's performance and growth at the beginning, middle, and end of the year, the iReady Classroom curriculum offers many

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	<p>formal and informal options to monitor student understanding through sessions, lessons, and units.</p> <ul style="list-style-type: none"> • In addition to the adaptive diagnostic assessment used to get a picture of every student's performance and growth at the beginning, middle, and end of the year, the iReady Classroom curriculum offers many formal and informal options to monitor student understanding through sessions, lessons, and units. Students will also be given diagnostic growth checks each month to monitor their personal progress towards their yearly goals.
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MATH FOCUS AREA 3:	Grades 6-8 Student's modeling and reasoning skills
Focus Area Goal	Braddock will increase the average score on the modeling and reasoning domain.
Root Cause(s):	<ul style="list-style-type: none"> • Lack of authentic modeling tasks provided to students multiple times during the year is a key factor for poor performance on MCAP in the modeling and reasoning standards. • Educators lack knowledge on what constitutes authentic modeling tasks as well as how to create such tasks. • Educators have limited information pertaining to modeling and reasoning scoring and point values.
Focus Content Standard(s):	<p>Modeling and Reasoning standards in each grade:</p> <ul style="list-style-type: none"> • REASONING <ul style="list-style-type: none"> ○ 6.R.1 & 7.R.1 - Reasoning with Ratios and Proportional Relationships ○ 6.R.2 & 7.R.2 - Reasoning with Number Systems ○ 6.R.3 & 7.R.3 & 8.R.1 - Reasoning with Expressions & Equations ○ 8.R.2 - Reasoning with Functions ○ 8.R.3 - Reasoning with Geometry • MODELING <ul style="list-style-type: none"> ○ 6.M.1 & 7.M.1 & 8.M.1 - Real world Model, analyze, predict, solve multi-step problems, and draw conclusions
Barriers:	<ul style="list-style-type: none"> • Educators have limited resources with MCAP caliber modeling and reasoning tasks. • Educators have limited information on scoring modeling and reasoning tasks.
Needed Resources:	MSDE PD on Modeling and Reasoning; Modeling and Reasoning Cycle and HQ Questions
Strategies and/or evidence-based	<ul style="list-style-type: none"> • Implement i-Ready Try it, Discuss it, Connect it routine • Educators will plan math interventions and aligned activities that reflect the rigor of the standards using explicit, systematic instruction. The Concrete, Representational, and Abstract (CRA) sequence will be

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interventions:	<p>utilized to facilitate students' deeper understanding of mathematical concepts.</p> <ul style="list-style-type: none"> • Additional iReady resources available to use within small group instruction include hands-on model activities, fluency practice, math center activities, and interactive tutorials. • Educators will give students multiple opportunities to engage in authentic, and relevant modeling tasks that allow students to use their mathematical knowledge to model real-world observations and validate their conclusions. • iReady Classroom curriculum has a variety of "Math in Action" tasks that will give students time to engage in real authentic modeling tasks. • Teachers have been finding and creating reasoning and modeling tasks that best exemplify MCAP. • Teachers have also been editing i-Ready tasks to make sure the model is relevant to our students at Braddock.
How will it be funded?	CARES funding- iReady
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • August 2024 - Professional Development with i-Ready • August 2024 - Staff meeting about mission and vision for Braddock • August 2024 - May 2025 - Internalize i-Ready curriculum in order to build up our Tier I instruction • August 2024 - May 2025 - Content Teachers & Special Education teachers collaborate to strengthen our Tier II plan for students during math lab • March 2025 - Math 2025 - MCAP review activities
Monitoring Procedure:	<ul style="list-style-type: none"> • Utilize learning walk-throughs that focus on the Try-Discuss-Connect routine. • Performance on "Math in Action" tasks utilizing MSDE's modeling and reasoning rubrics. • Students will be given diagnostics three times per year. All of these checkpoints will allow teachers to make adjustments to better serve our students. • The i-Ready Classroom curriculum offers many formal and informal options to monitor student understanding. • Students will also be given diagnostic growth checks each month to monitor their personal progress towards their yearly goals.

Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	Offer alternatives for visual information - Google slides, manipulatives, speaking during focused instruction Clarify vocabulary and symbols - utilize math vocabulary word cards with visuals and explanations Guide information processing, visualization, and manipulation Use iReady model for learning - Try, Discuss, Connect
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	Use multiple tools for construction and composition - manipulatives, whiteboards, place value chip models, unifix cubes, etc... Guide appropriate goal-setting - differentiating instruction during flex groupings Enhance capacity for monitoring progress - variety of formal/informal assessments The iReady curriculum provides multiple means of learning - written assignments, digital assessments, digital games, and discussions
<i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	Optimize individual choice and autonomy - student self-selected Foster collaboration and community - iReady model of teaching Increase mastery-oriented feedback - specific feedback related to the concept

C. SCIENCE

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

Points for Science Proficiency out of 3.5 =

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

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	2022				2023				2024				2022 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 - %
MISA (SCIENCE)													
Maryland Results	67233	18	47	35	66026	25	49	26	64811	26	49	25	-10%
ACPS Results	592	18	52	30	588	23	56	21	602	16	59	25	-5%
All school students	199	21	52	27	191	23	53	24	201	9	58	33	+5%

FOCUS AREA 1:	6-8 All Students
Focus Area Goal	Increase the number of students scoring proficient or advanced by 5%
Root Cause(s):	Instruction needs to be anchored in real-life phenomena to increase student understanding of abstract science content and to increase student motivation and engagement Instruction needs to promote student thinking, problem solving and evaluation of the reasonableness of solutions.
Focus Content Standard(s):	NGSS standards
Barriers:	Traditional instruction is less facilitative and more teacher driven. Students lack opportunities to think and problem solve appropriately.
Needed Resources:	OpenSciEd Resources, Time to plan for implementation, PD on OpenSciEd
Strategies and/or evidence-based interventions:	OpenSciEd curriculum and resources- instruction will be: <ul style="list-style-type: none"> • Phenomenon Based - Centered around exploring phenomena or solving problems • Driven by Student Questions - Storyline based on students' questions and ideas • Grounded in Evidence - Incremental building and revision of ideas based on evidence • Collaborative - WE, the class and the teacher, figure out ideas together

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	<ul style="list-style-type: none"> Equitable - Builds a classroom culture that values ideas and learning of all <p>OpenSciEd instructional model- The OSE instructional model uses a storyline approach in which students are presented with puzzling phenomena that elicit a variety of questions that motivate the learning in the unit. In OSE units, phenomena are carefully selected to anchor a storyline and inspire the development of target disciplinary core ideas, crosscutting concepts, and science and engineering practices. These anchoring phenomena draw students into the storyline by presenting the natural challenge of explaining something or solving a problem. Other phenomena may be introduced at key points in a storyline to maintain interest or push students to delve more deeply. The instructional model follows five instructional routines:</p> <ol style="list-style-type: none"> 1. Anchoring Phenomenon Routine 2. Navigation Routine 3. Investigation Routine 4. Putting the Pieces Together Routine 5. Questions Answered
How will it be funded?	Local Funding
Steps towards full implementation with timeline:	Braddock will fully implement OpenSciEd in all grade levels. PD will be provided by OpenSciEd during the early return week prior to the start of school. Braddock will have a 60/40 model science instructional coach.
Monitoring Procedure:	Walkthroughs evidencing OpenSciEd implementation Science Unit Planning Team Meetings

FOCUS AREA 2:	6-8 cusp group students for scientific writing
Focus Area Goal	Increase the number of 8th grade students scoring proficient or advanced on MISA questions focusing on writing (arguments and explanations) by 5%.
Root Cause(s):	A comprehensive review of MISA data shows that the majority of our students are not answering these questions successfully. Even though students can answer the question on a different topic and still score points, students typically don't have the fortitude for these questions. After starting, students lack the stamina to synthesize all the information and communicate it effectively.

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Focus Content Standard(s):	<p>CCSS.ELA-LITERACY.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>WHST.6-8.1 Write arguments focused on discipline-specific content.</p> <p>NGSS standards focused on explanations and arguments</p>
Barriers:	<p>Science teachers have limited time with their students. The students are used to having written responses heavily modeled for them and don't know where to begin independently.</p> <p>As such, students have had limited exposure to science-based writing rubrics and have not been afforded ample opportunity to internalize the expectations.</p>
Needed Resources:	<p>Collaboration with ELA teachers</p> <p>PD on argumentative writing in science</p> <p>school/insight on MISA writing grading</p> <p>Exemplar writing responses</p> <p>Consistent utilization of writing rubrics in all writing opportunities</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Rainbow editing • Everwrite from NewsELA • CER Lessons • Oral Argumentations via Scientist Circles within the OpenSciEd curriculum • School-Wide RACE strategy implementation • School-Wide Annotations implementation • Collaborative Planning with SPED teachers • Coaching and collaborative planning • Engagement in consistent collaborative planning • Differentiation and development of appropriate scaffolding resources • Additional coaching as determined • Learning walks • Individualized planning with science coach • Co-teaching and modeling by science coach • Additional teacher and/or coach created resources to supplement classroom instruction and address potential curricular oversight • Implement exemplary, clear Learning Targets and Success Criteria

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	<ul style="list-style-type: none"> • Improve utilization of and response to ongoing formative assessment • Development of SMART goals with students in relation to MCAP and MISA performance and diagnostic data • MCAP and MISA rubric utilization for all classroom writing projects
How will it be funded?	Local Funds
Steps towards full implementation with timeline:	Science teachers will work on writing in science specifically. (ongoing) They will write SLOs (Fall 2024) that incorporate OpenSciEd writing opportunities and develop specific strategies for their grade level and students. (Ongoing)
Monitoring Procedure:	Mid-Point SLO meetings Classroom Writing pieces in Science

FOCUS AREA 3:	6-8 All Students
Focus Area Goal	Increase the number of 8th grade students scoring proficient or advanced on MISA questions focusing on data analysis by 5%.
Root Cause(s):	In an analysis of 8th grade MISA scores, Braddock students had 56 questions where no points were earned. 32 % of those missed questions were science and engineering practices based upon the data analysis. Our students are significantly behind in their understanding of math and therefore can not apply those practices in the science setting.
Focus Content Standard(s):	MDCCR Mathematics
Barriers:	Incoming mathematics skills are not on grade level and statistics is not introduced until the end of grade 6 math.
Needed Resources:	High Quality Science statistical questions PD on data analysis instruction for our Science teachers Collaboration with Math teachers
Strategies and/or evidence-based	Use of common mathematical terms Using all opportunities to address this area of weakness during OpenSciEd instruction

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interventions:	SLOs on this area of need
How will it be funded?	Local Funding
Steps towards full implementation with timeline:	SLO pretest - Fall 2024 Embedded data analysis activities during instruction using the OpenSciEd curriculum
Monitoring Procedure:	Mid-point SLO meetings Science Coach walkthroughs with this targeted focus

Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Provide options for recruiting interest by optimizing individual choice, increasing relevance and authenticity while minimizing threats or distractions. ● Provide options for sustaining effort by fostering collaboration, supporting community development, varying demands and resources, and making goals prominent. ● Provide options for self regulation by facilitating personal coping skills, self-assessment, and reflection. ● Present information in different formats
Means for Expressions: <i>providing the learner alternatives for demonstrating their</i>	Expression/Action- This is how the student will demonstrate their knowledge. <ul style="list-style-type: none"> ● Provide options for perception (e.g. by offering alternatives for auditory and visual information).

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<i>knowledge and skills (what they know).</i>	<ul style="list-style-type: none"> ● Provide options for language & symbols (e.g. by clarifying vocab, promoting understanding across language, and illustrating through multiple media). ● Provide options for comprehension (e.g. by activating background knowledge and guiding information processing and visualization). ● Allow students to respond in different ways to demonstrate knowledge (oral, written, modeling, etc)
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Provide options for physical action (e.g. by varying the methods for response and navigation). ● Provide options for expression & communication (e.g. by using multiple tools for construction and composition and scaffolded support). ● Provide options for executive functions (e.g. by guiding appropriate goal-setting). ● Basing lessons in phenomena that are driven by student questions

A. SOCIAL STUDIES

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

Points for Science Proficiency out of 3.5 =

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

	2023				2024				2022 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	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
SOCIAL STUDIES									
Maryland Results	65322	16	49	35	64341	19	44	37	+2%

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ACPS Results	587	20	58	22	592	17	50	33	+11%
All school students	188	18	61	21	197	12	55	33	+12%

FOCUS AREA 1:	<p>Economic Decision-Making and Reasoning grades 6-8;</p> <ul style="list-style-type: none"> - The decision making of individuals and groups using economic reasoning - The historical development and current relevance of economic principles, institutions, and processes - The skills needed by citizens to be informed and productive consumers and workers locally, nationally, and globally
Focus Area Goal	Increase in MCAP grade 8 economics scores by 5%
Root Cause(s):	<p>Economics has been an isolated topic in social studies content. In 6th grade students received only an ancient reference to its concept while in 7th grade students received a quick overview only in regards to products created in different countries. Students therefore lacked the ability to grasp economics in a full timeline scale or in regards to modern globalization. These lacked concepts then impacted our students' abilities to understand how economics played a role in the growth of the United States in regards to its role in the country's creation, and its role in foreign relations.</p> <p>According to the 2023-2024 MCAP data students, at Braddock, scored a 42 which was barely above the county average but was below the state average in the Economics standard 4.0. This standard was also 1 of the 2 lowest scoring standards on MCAP for Braddock Middle School. This indicates the need for this standard to be addressed in more depth and in a more constructive way in order to enhance student understanding.</p>
Focus Content Standard(s):	Standard 4.0 6-8
Barriers:	<ul style="list-style-type: none"> • Old curriculum lacked global and a comprehensive understanding of economics • Economic terminology was limited and/or non-existent in the majority of past 6th and 7th units • Teacher knowledge on economic globalization is limited • Student world experience is limited
Needed Resources:	<ul style="list-style-type: none"> • 60/40 Coach • Coplanning/Coteaching Time
Strategies and/or	<ul style="list-style-type: none"> • DBQ Project

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evidence-based interventions:	<ul style="list-style-type: none"> • DBQ Project 2.0 training on differentiation and scaffolding • Discovery Education Techbook Document Based Investigations • DIG Reading Like a Historian • Itempra released EBAS • Specially Designed Instruction (SDI) • Coaching and collaborative planning • Engagement in consistent collaborative planning • Differentiation and development of appropriate scaffolding resources • Additional coaching as determined • Learning walks • Individualized planning with social studies coach • Co-teaching and modeling by social studies coach • Additional teacher and/or coach created resources to supplement classroom instruction and address potential curricular oversight • Implement exemplary, clear Learning Targets and Success Criteria • Improve utilization of and response to ongoing formative assessment • Development of SMART goals with students in relation to MCAP performance and diagnostic data • Schoology • Kami
How will it be funded?	Local Funds
Steps towards full implementation with timeline:	Teachers will have collaborative/coplaning opportunities at the beginning of each instructional unit. The SS Instructional Coach will target new SS teachers to support as needed on unit development and integration of HQIM in SS.
Monitoring Procedure:	Data/Knowledge chats SLO's Source analysis responses Skills based assessments/ Quizzes
FOCUS AREA 2:	Civics 6-8 <ul style="list-style-type: none"> • The historical development of authority, power, and influence with a specific focus on civic reasoning • The political process and ways to positively engage as responsible citizens

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Focus Area Goal	Increase in MCAP grade 8 civics scores to meet or exceed the state average.
Root Cause(s):	<p>Civics has been a segmented topic in social studies content. In 6th grade students received only an ancient reference to its concept while only a 300 year historical viewpoint is provided in 8th grade. Students therefore lacked the ability to grasp civics in a full timeline scale or in regards to society developments, challenges, and successes. These lacked concepts then impacted our students' abilities to understand how civics has influenced societies over the years and their abilities to grasp the impact civics has in a society. Furthermore, this then impacts our students' understanding of their importance in becoming a responsible member of society.</p> <p>According to the 2023-2024 MCAP data students, at Braddock, scored a 44 which was barely above the county average but was below the state average in the Civics standard 1.0. This standard was also 1 of the 2 lowest scoring standards on MCAP for Braddock Middle School. This indicates the need for this standard to be addressed in more depth and in a more constructive way in order to enhance student understanding.</p>
Focus Content Standard(s):	Civics 1.0 6-8
Barriers:	<ul style="list-style-type: none"> • Old curriculum lacked global and a comprehensive understanding of Civics • Civic terminology was limited and/or non-existent in the majority of past 6th and 7th units • Student world experience is limited (Echo-chamber)
Needed Resources:	<ul style="list-style-type: none"> • Data/Monitoring chats- need to establish routines in • 60/40 Coach
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • DBQ Project • DBQ Project 2.0 training on differentiation and scaffolding • Discovery Education Techbook Document Based Investigations • DIG Reading Like a Historian • Itempra released EBAS • Specially Designed Instruction (SDI) • Coaching and collaborative planning • Engagement in consistent collaborative planning • Differentiation and development of appropriate scaffolding resources • Additional coaching as determined • Learning walks • Individualized planning with social studies coach • Co-teaching and modeling by social studies coach

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	<ul style="list-style-type: none"> • Additional teacher and/or coach created resources to supplement classroom instruction and address potential curricular oversight • Implement exemplary, clear Learning Targets and Success Criteria • Improve utilization of and response to ongoing formative assessment • Development of SMART goals with students in relation to MCAP performance and diagnostic data
How will it be funded?	Local Funding
Steps towards full implementation with timeline:	Teachers will have collaborative/coplaning opportunities at the beginning of each instructional unit. The SS Instructional Coach will target new SS teachers to support as needed on unit development and integration of HQIM in SS.
Monitoring Procedure:	Data/Knowledge chats SLO's Source analysis responses Skills based assessments/ Quizzes

FOCUS AREA 3:	EBAS writing Grades 6-8: -students' abilities to investigate civics, geography, economics, history, and global cultures using literacy and evaluation skills in order to make claims, cite evidence and use reason through a written response.
Focus Area Goal	Increase students' abilities to investigate civics, geography, economics, history, and global cultures using literacy and evaluation skills in order to make claims, cite evidence and provide elaboration/reasoning through a written response. We will increase grade 8 student writing scores by 5%
Root Cause(s):	The Social Studies MCAP is new, and as a result, there has been a lack of focus on writing in the years leading up to its implementation. While informational writing overlaps with ELA classes, the style of writing specific to social studies is somewhat different. Consequently, it is now more important for social studies teachers to instruct students on how to write in a social studies format that includes claims, evidence, and reasoning. In addition, according to MCAP guidelines, students are expected to identify sources that do not support their claims. In ELA classes, this is often referred to as a counterclaim; however, this terminology does not necessarily align with the structure used in social studies. Instead of focusing solely on counterclaims, students must learn how to categorize or "bucket" sources into different potential claims. This process enables them to identify sources that do not fit the claim or "bucket" they have chosen for their Evidence Based Assessment Set

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	<p>(EBAS) response. As such, it is essential for both students and teachers to be aware of the specific writing style expected in social studies classes and on the MCAP assessment.</p> <p>According to the 2023-2024 MCAP data, 8th grade students performed slightly above the state average. However, the grade scored a 50 on evaluating sources and a 38 on communicating conclusions. With these scores, it is obvious there is much growth potential in the skill-set required on a Evidence Based Assessment Set.</p>
Focus Content Standard(s):	<p>MD SS Standard 6.0 Skills and Processes</p> <p>C3 D4.1.6-8</p> <p>C3 D4.2.6-8</p> <p>C3 D4.3.6-8</p> <p>C3 D1.5.6-8</p> <p>C3 D3.1.6-8</p> <p>C3 D3.2.6-8</p>
Barriers:	<ul style="list-style-type: none"> • Students are not practiced with nor have they been afforded ample opportunity to internalize the 4 point EBAS response Rubric; therefore, they are unable to respond in the social studies writing format that is expected of them on the test. • DBQs are seen as a time consumer instead of as a potential learning growth resource; therefore, they have not been implemented with fidelity. • In the past, teachers have given these document based assignments without scaffolds and school making the task unattainable for students. DBQ 2.0 scaffolding and differentiation techniques need to be utilized more in class to meet the needs of the students in the classroom. . • Writing terminology of claim, evidence, and reasoning needs to be used starting in grade 6. • A simpler or scaffolded version of the 4 point rubric needs to be utilized as a checklist to help students understand and achieve writing expectations. • MCAP rubrics and feedback must be utilized on all writing assignments with fidelity starting in 6th grade.
Needed Resources:	<ul style="list-style-type: none"> • 60/40 Coach
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • DBQ Project • DBQ Project 2.0 training on differentiation and scaffolding • Discovery Education Techbook Document Based Investigations • DIG Reading Like a Historian

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	<ul style="list-style-type: none"> • Itempra released EBAS • School-Wide RACE writing implementation • School-Wide Annotations implementation • Specially Designed Instruction (SDI) • Coaching and collaborative planning • Engagement in consistent collaborative planning • Differentiation and development of appropriate scaffolding resources • Additional coaching as determined • Learning walks • Individualized planning with social studies coach • Co-teaching and modeling by social studies coach • Additional teacher and/or coach created resources to supplement classroom instruction and address potential curricular oversight • Implement exemplary, clear Learning Targets and Success Criteria • Improve utilization of and response to ongoing formative assessment • Development of SMART goals with students in relation to MCAP performance and diagnostic data • MCAP rubric utilization for all classroom writing projects • Schoology • Kami
How will it be funded?	Local Funds
Steps towards full implementation with timeline:	<p>Teachers will have collaborative/coplaning opportunities at the beginning of each instructional unit.</p> <p>The SS Instructional Coach will target new SS teachers to support as needed on unit development and integration of HQIM in SS.</p> <p>SS Teachers will create routines for regular data chats to provide HQ feedback to students.</p>
Monitoring Procedure:	<p>Knowledge Checks</p> <p>SLO's</p> <p>EBAS Practices</p> <p>DBQ writing pieces</p> <p>Skills based warm-ups - Itempra released items</p> <p>Discovery techbook Document Investigation responses</p> <p>Data/Monitoring chats</p>

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Universal Design for Learning for SOCIAL STUDIES.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ➔ Nearpod, Flocabulary, Edpuzzle, Newsela ➔ Graphic organizers, checklists ➔ Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, charts, or diagrams
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> ➔ Oral, visual, tactile presentation ➔ Provide sentence starters or visual aids ➔ Provide checklists and guides for note-taking ➔ Provide graphic organizers and templates for data collection and organizing information ➔ Use story webs, outlining tools, or concept mapping tools ➔ Provide scaffolds that can be gradually released with increasing independence and skills ➔ Compose in multiple media such as text, speech, drawing, illustration, design, film, music, visual art, or video ➔ Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
<i>Means for Engagement: tap into learners' interests, challenge them</i>	Multiple Options for Engagement

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appropriately, and motivate them to learn.

- Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions
- Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities
- Use prompts or scaffolds for visualizing desired outcome
- Differentiate the degree of difficulty or complexity within which core activities can be completed
- Provide alternatives in the permissible tools and scaffolds
- Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
- Construct communities of learners engaged in common interests or activities
- Create expectations for group work (e.g., rubrics, norms, etc.)

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VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2024 MD Report Card Score out of 3 = 2.3 Projected MD Report Card Score (2025) out of 3 = 1.7	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Relationships Topic: Student-student relationships Score: 3.23/10
Topic Description:	The student-student relationships topic describes the degree to which educators feel students are friendly with, care about, get along with, and respect one another.
Strategies:: What steps will be taken in order to obtain the desired outcome..	1. Implement Restorative Practices- Peace Circles 2. WIN/Creative Arts-Social-Emotional Learning Lessons, Explicit instruction on empathy, Second Step Bullying Prevention Program 3. Explicitly state Social Purpose in every lesson and hold students accountable to communicate in respectful ways 4. Model Respectful Discourse: Adult-Adult and Adult-Student
Initiative leader and team: Who is responsible and involved in the work?	Tiffany Pirolozzi, School Counselor(Student Support Counselor) and PBIS Chair Ashley Drake, Community School Coordinator PBIS Team Team Leaders Classroom Teachers

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Quarterly Incentives (funding for activities/incentives) Funding for Student Incentives to support PBIS program
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Focus Group- Student Council monthly check-in Parent Focus Group Feedback Parent Survey Data
Timeline: Include dates for implementation of action steps.	WIN- Direct instruction on identified grade level needs
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Score: 4.44/10
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 the desired outcome..	<ol style="list-style-type: none"> 1. Teach Prevention Skills: Restorative Practices "Peace" Circles; social-emotional learning, arm students with the facts on school safety: school is the safest place next to their home, strong adult presence throughout the school, opportunities to report issues in confidence, etc. 2. Implement PBIS school-wide 3. Increase adult supervision in unstructured areas: cafeteria, hallways, bathrooms, stairwells, etc. 4. Address Social-Emotional Safety through specific lessons 5. DARE lessons 6. Preventative / cautionary lessons during WIN/Creative Arts classes 7. Project Alert /FCRC presentations through Afterschool program

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Initiative leader and team: Who is responsible and involved in the work?	School Counselors Community School Coordinator PBIS Team Team Leaders 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)?	Training on Restorative Practices- Peace Circles SEL Resources for classroom teachers PBIS Booster Events Schedule to increase adult supervision in unstructured areas Advisory lessons regarding drug/alcohol
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student outcome data on the student survey Staff survey feedback following trainings
Timeline: Include dates for implementation of action steps.	Opening PBIS Program- Direct instruction on all areas of the school

<i>Student Engagement Action Plan:</i> 2024 MD Report Card Score out of 7 = 3.05 Projected MD Report Card Score (2025) out of 7 = 2.14	
Primary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety and Bullying Score: 1

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Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Implement Tier I PBIS Program Anonymous Reporting of Bullying or Unsafe Behaviors
Initiative leader and team: Who is responsible and involved in the work?	PBIS Chair and PST Chair PBIS Team Community School Coordinator Classroom Teachers- Second Step Bullying Unit, Use of PULSE School Safety Employee
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Second Step Bullying Prevention Program Online Bullying Reporting Forms Anonymous Reporting Mechanisms MD Tip Line Posters
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Evaluate Pre/Post Braddock Bullying Student Survey
Timeline: Include dates for implementation of action steps.	September, 2024- ongoing throughout the year
Secondary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student- Student Relationships Score: 1.54

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Topic Description:	The student-student relationships topic describes the degree to which educators feel 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).	Implement Restorative Practices- Peace Circles WIN/Creative Arts Social-Emotional Learning Lessons, Explicit instruction on empathy, Second Step Bullying Prevention Program Explicitly state Social Purpose in every lesson and hold students accountable to communicate in respectful ways Teach, Model, Reinforce Classroom Learning Norms consistently throughout the building Model Respectful Discourse: Adult-Adult and Adult-Student Sign Language reminders of Braddock Code of Conduct Pledge
Initiative leader and team: Who is responsible and involved in the work?	School Counselors PBIS Team Community School Coordinator Team Leaders 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)?	Quarterly Incentives (funding for activities/incentives) Funding for Student Incentives to support PBIS program "We Belong" Keynote with William Martinez and small group training on inclusive practices student-student Daily Student Pledge with signs- "We believe in the power of connection. We belong at BMS"
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Focus Group- Student Council monthly check-in Parent Group- Quarterly Meetings "We Belong" Ambassadors- trained by Wm Martinez

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Timeline: Include dates for implementation of action steps.	WIN- Direct instruction on identified grade level needs Sept, 2024- ongoing throughout the academic year
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IX. MULTI-TIERED SYSTEM OF SUPPORT

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

PRIORITY: An opportunity identified by the team in order to achieve their vision.			
PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

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- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Coplanning and Coteaching In the areas of ELA, Math, Science and Social Studies			
PRACTICE: grade level and specialized educators work in teams to monitor students progress and to plan academic instruction and intervention strategies across levels of need			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Create a schedule for collaborative planning between general and special education teachers with support from MCIE.	Admin/SEF	Completed 2023-24 school year	Identify the barriers of common planning and structure the master schedule to allow consistent co-planning opportunities to take place
INSTALLING			
<ul style="list-style-type: none"> Maintain a schedule for the 24/25 school year for collaborative/coplanning meetings to take place weekly Design and implement coplanning and coteaching structures to support streamlined meetings 	Admin, SEF Blueprint Implementation Team Content Instructional Coaches	<ul style="list-style-type: none"> During the summer of 2024 Throughout the 24/25 school year 	<ul style="list-style-type: none"> Establish a plan for when and if meetings are missed Continue to identify barriers and problem solve around barriers Ensure that all staff follow the procedures and protocols for meetings

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<ul style="list-style-type: none"> Create coplanning unit planning times prior to each new instructional unit 			
IMPLEMENTING			
<ul style="list-style-type: none"> Meet with teams monthly to establish routines (group norms, protocols, building relationships, co planning) 	Administration MCIE Staff Special Ed Supervisor	Throughout 2024/2025 school year	<ul style="list-style-type: none"> Teachers actively participate in meetings and conferences
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Improve our use of data-based decision making practices Enhance our MTSS Collaborate on strategies across contents to support all learners 	Administration MCIE staff Special Ed Supervisor	Summer 2025 Throughout 2025/2026 school year	<ul style="list-style-type: none"> Continued conversations and learning with staff to overcome barriers and celebrate successes Identify the data to be examined and how to design effective strategies and progress monitoring protocols Begin to look ahead for the upcoming school year and identify needs, scheduling and student placement

PRIORITY: #2			
PRACTICE: relevant school teams use Tier I, Tier II, and Tier III student outcome data in combination with fidelity data to assess/adapt Tier I, Tier II, and Tier III support practices.			
Action Step	Who	By When	Status Update / Next Steps

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LAYING THE FOUNDATION			
Identify reliable data sources Ensure all staff understand the MTSS model	Admin/ SEF	Summer 2025	Review Individual Student, class and school data sources Interpret Data to determine individual student needs
INSTALLING			
Staff will have a clear understanding of all learners and what strategies may support progress	Admin/ SEF	Ongoing	Review data in a timely manner Utilize data to make informed instructional decisions Design strategies to address student needs
IMPLEMENTING			
-Administrative walk-throughs -Remediation/enrichment in reading and math labs -Menu of effective content strategies with fidelity implementation protocols	Instructional Coaches Admin., teachers	Ongoing	Instructional coaches meet bi-weekly to collaborate on content strategies Allocate staff to address student needs
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
-Strong data analysis by all staff Fully implemented MTSS Student Led Conferences/SMART goals/Reflection on learning	Admin. Staff Students	Ongoing	Continuously analyze student data Create a schedule to ensure data chats with students occur across content Support student goal setting and progress monitoring

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During our August Leadership Team meeting we revisited the MTSS Practice Profile and rated each indicator.

Last year, we rated ourselves a 1 in the 2 areas that we'd previously rated ourselves a 0 (zero). While this shows growth, we chose to maintain a focus for the 2024-25 school year on these 2 essential components: 1) grade level and specialized educators work in teams to monitor students progress and to plan academic instruction and intervention strategies across levels of need and 2) relevant school teams use Tier I, Tier II, and Tier III student outcome data in combination with fidelity data to assess/adapt Tier I, Tier II, and Tier III support practices. We scored ourselves a 1 (one) on the other essential component: grade level and specialized educators work in teams to monitor student progress and to plan behavior instruction and intervention strategies across levels of need. For the 2024-25 school year, we agreed that these are still priorities. We are making progress but have not reached a 2- Full Implementation largely due to our inconsistent use of high quality progress monitoring data. To address this deficit, we will continue weekly grade level team meetings but include a more focused concentration on student data (formative and summative) and how to use this data in a co-planning style to inform instruction. Our math and ELA instructional specialist will support teachers in gathering and interpreting student data. Implementing the co-planning/co-teaching MCIE model will create a framework for using data from various data sources to make instructional decisions related to grouping, accommodations, class structure, level of support etc. We will also have data meetings with content teams across grade levels.

All staff need ongoing professional development on data sources (formative and summative), analysis of data, and how to make data-based decisions. Teachers also need time to ensure assessments align to the standards and time to analyze the data and collaborate on developing next steps for students. At Braddock, we have utilized creative scheduling to free up targeted teams for additional professional development and collaborative planning. We also designated a collaborative team planning day in advance of each new content unit. This time is dedicated to analyzing our HQIM for each content and tailoring our resources to match student needs. Collaborative teams identify learning targets and success criteria and ensure alignment with the intended instructional standards.

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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PBIS Tier I-

- Teaching social skills- Project AIM
- Establishing expectations through lessons and positive reinforcement
- Utilizing data to drive results, SRSS data
- Using non-verbal communication and de-escalation techniques
- Scheduled and/or need-based breaks
- Restorative circles

PBIS Tier II-

- Social Skills Groups/ R-Rules through UPMC Hospital
- Self-management interventions
- Academic Support- Virtual tutoring, Afterschool program
- Check-in/Check-out (CICO)
- Weekly Lunch Groups– topics include: anger issues, social skills, organization, bullying, peer connections or other topics based on student/group need. Students will be identified by School Counselors
- Restorative circles

PBIS Tier III-

- Functional Behavioral Assessment (FBA)
- Behavioral Intervention Plan (BIP) to accommodate students with intensive needs
- Social Skills development- Project YES
- Mentoring
- Modifying Check-In/Check-out (CICO) for specific goal setting
- Behavior Contracts
- Restorative circles

XI. Family and Community Engagement

Parent/Community Involvement Needs

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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.).

Braddock Middle School recognizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the students in our school. Braddock is a Community School for the 2024-25 school year with the ultimate goal of creating a partnership with families and community organizations to provide well-rounded educational opportunities and supports for students' school success. One of the five pillars of a community school is "Powerful Student and Family Engagement.." As a community school for the 2024-25 school year, we were able to hire a Community School Coordinator. (CSC). The work of the CSC in our first year is to conduct a comprehensive and on-going asset/needs assessment through input from students, families, staff, and the community. The data drives the work of the CSC and determines the wraparound services that are implemented. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

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

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.

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.

Student Led Parent Conferences in Oct, 2024 and March, 2025.

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Development of a Parent-Community Organization

Increase messaging about attendance

Hold “Step Up” night in May, 2025 for students and parents moving into grades 6, 7, and 8

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
Early Start Week as part of BP Pilot	July, 2024	All Teachers	<p>Consistent Learning Norms throughout the building</p> <p>Learning Targets and Success Criteria in all classrooms</p> <p>Improved Coplanning and Coteaching</p> <p>Implement Formative Assessments to inform instruction</p>	<p>Importance of Learning Targets and Success Criteria for student understanding and how to develop both</p> <p>Coplanning and Coteaching models- clear expectations and procedures</p> <p>How to develop and use formative assessments in real time</p>	<p>Observation</p> <p>Staff Survey</p> <p>Team Meeting</p> <p>Agendas/Minutes</p>

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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.Ongoing MCIE trainings/meetings	Throughout the year	All Teachers	Improved Coplanning and Coteaching Ultimately, the goal is to see improved instruction for all students	Effective coteaching strategies Understanding progression skills UDL principles Differentiation of Instruction	Review of Unit/Lesson Plans Walkthroughs Instructional Coaching
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
Instructional Coaching	Ongoing	All teachers	Improved instructional planning and delivery to serve all students	Increased understanding of content standards Alignment of standards, instruction, and assessment Improved teacher clarity as they develop learning targets and success criteria	Walkthroughs Student Performance Data Instructional Coaching

XIII. Management Plan

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1. How will the plan be shared with the faculty and staff? Please include approximate dates.
Once approved, the plan will be shared during a faculty meeting with the entire staff and reviewed at grade level team meetings as needed. Additionally, the staff has had input via their LT rep during the development of the plan.
2. How will the plan be shared with parents and community members? Please include approximate dates.
The plan will be shared at parent activities throughout the school year. Highlights will be shared on the Braddock Facebook page. Parents will be invited to review and comment on the SIP.
3. What role will classroom teachers and/or departments have in implementing the plan?
The Braddock staff assume the bulk of the responsibility for implementation of the plan. The plan was developed, reviewed, and revised by the entire Braddock staff. The foundation of the SIP is built on creating a space where everyone is welcomed, included, and has access to powerful instruction. Our plan is designed to promote continuity and collaboration on our staff and to align our overarching vision, mission, and core values to create an energy where all adults are contributing to the effective implementation of our plan.
4. How will student progress data be collected, reported, and evaluated by the SIT?
The LT will review the following data: MAP data, iReady data sources (benchmarks, growth monitoring data, personal pathway data, etc); SRSS Behavior Screener and SRSS Progress Monitoring Tools; Office Discipline Referrals; SDI Progress Monitoring data; and student and staff survey data . The data will initially be reviewed during grade level data team meetings and the LT rep will bring a summary to LT. Formative data will be collected by teacher teams and used weekly to inform and adapt instruction. Instructional coaches will oversee the administration and collection of the aforementioned summative data.
5. How will the administration monitor the plan?
Through partnership with instructional coaches, the principal will be responsible for the “big picture” of the SIP. The principal will be part of the individual data meetings and will facilitate the LT to bring together a whole picture of performance across the school on all SIP goals. Additionally, with the LT, the principal will identify needs or adjustments throughout the year that are vital to ensuring a positive trajectory in our data.
The Pupil Service Team will provide ongoing monitoring of academic, social, and behavioral data and plans developed as part of the MTSS.

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6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

Content supervisors will collaborate with school personnel regularly to effectively implement Blueprint initiatives (i.e. Comprehensive Literacy Plan) and county driven initiatives (i.e. GRRUDL). They will also provide support by collecting and compiling data for analysis and milestones charts. The math specialist will work with classroom teachers as needed to offer differentiated instruction, to provide input in the math strategies within the plan, to provide feedback on student work, and to provide staff development opportunities. The reading specialist will also provide support by offering differentiated instruction techniques, input on the reading strategies within the plan, and provide feedback on reading milestone data.

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

Name	Signature	Role
Molly Stewart		Principal
Shawn Swisher		Assistant principal
Moriah Cohen		Other School Leader
Sara Kalbaugh Jeanette Milburn Sara Crosten (60/40)		Grade 6 Team Leaders
Julie Bonnett Karissa Brandenburg		Grade 7 Team Leaders

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Jackie Boor (60/40) Sheila Greise		Grade Team Leaders
Shawn Twigg Martha Ganoe, SEF		Special Education Team Leaders
Nick Amick		ACPS/School Reading coach or specialist
Anthony Burns		ACPS/school Math coach or specialist
Kristine Jackson		Guidance Counselor- PST Chair
Tracey Little		Guidance Counselor
Tiffany Pirolozzi		Guidance Counselor- Student Support, PBIS
Ashley Drake		Community School Coordinator
		Parent/Family Member
Erica Weedon		Parent/Family Member
Alan Zapf		Community Member
		Community Member
		Other School Staff