Allegany County Public Schools
2023-2024
Middle School Improvement Plan

School: Braddock Middle School   **Principal: Molly Stewart**

Allegany County Public Schools
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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.

B. **SCHOOL CLIMATE AND CULTURE**

Like all schools across the nation, Braddock Middle School felt the impact of the COVID pandemic. Prepandemic, we were in year three of the Maryland Coalition of Inclusive Education cohort. Using the framework of MCIE we were able to look collectively at the climate, culture, and inclusive nature of our school. We maintain a solid leadership team that includes team leaders from each grade, special educators, special education specialists, guidance 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 the MTSS in academics as well as behavior. This team has a goal to create an effective model for educating all students to high standards in the general education curriculum and classroom, and reduce the achievement gap, particularly for students with disabilities. The 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 and behavior. Further, we designed a plan to address issues with 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.

> **Climate**
> The climate at Braddock Middle School is one of support and positivity. 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 currently in place:
>
> - Additional Staff: Mental Health Counselor; Student Support Counselor; School Safety Enforcer; Career Coach
> - 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.)

- School-wide Anti-bullying Campaign- Second Step Bullying Program
- Student Recognition Opportunities: Positive Behavior Referrals, Shining Stars, Positive Phone Calls/Notes home, Newspaper and social media recognition
- Collaborative Team Meetings
- Pupil Service Team: Monitor attendance, discipline, and SRSS data; design interventions for at-risk students and families
- Established community relationships: UPMC R-Rules; YMCA- Project AIM, Allegany County First Responders "Stop the Bleed" program, AYEPS program, Western Maryland Food Bank, Maryland DNR
- Physical Environment: We are mindful that the environment has a direct impact on the climate. Braddock is a very clean, well maintained building.
- 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.
- 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, Coffee with the Principal, Family Annual Holiday Open House
- 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
- Quarterly Incentives for Growth- Rockstar Rodeo; SNOW Much Fun; MCAP celebration; faculty/student athletic competitions

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<u>**Culture**</u>

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.

Braddock staff has a collaborative team focus. We have 5 primary 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, as well as, parents and students makes this team the core decision making body in our school.

Realizing that we have a responsibility to educate the whole child, we established some goals related to social skills for the 2023-24 school year. We are continuing to implement and expand our bullying prevention initiatives through the Second Step Program at all grade levels. We are also using the PULSE program to check-in with our students regularly. 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 for teachers to work with their students on activities related to team building, growth mindset, and character traits. 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.

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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 new 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

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. Additionally, students are able to send PULSE notifications to teachers and staff members to offer personalized recognition.

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. All staff participated in the professional development from AHA Processes, <u>A Framework for Understanding Poverty</u> by Dr. Ruby Payne. As a school, we are implementing mental models and language activities across all disciplines, "Future Story" and "Plan Your Grade" during cocurricular, and direct instruction of formal registry.

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 the MTSS approach with all students receiving Tier I instruction and identify students receiving specially designed Tier II and Tier III instruction. Student needs are identified through various data measures including screeners (Growth Measure and iReady for reading and math 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. The staff also works collaboratively to support one another. Each grade level team meets weekly. Specialized staff is included . A goal this school year is to create a time when like-content teachers can meet each month.

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II.   SCHOOL DEMOGRAPHICS   Number of years the principal has been in the building? __5__
   A. Staff Demographic   B. Student Demographics

Table 2	
SUBGROUP DATA	**2023-2024 COUNT**
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	**0**
African American	**34**
White	**484**
Asian	≤10
Two or More Races	**63**
Special Education	**83**
LEP	**0**
Males	**311**
Females	**268**

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	0	44	44
Itinerant staff	6	0	6
Paraprofessionals	0	6	6
Support Staff	0	8	8
Other	6	7	13
Total Staff	12	68	80

Gender X	≤10
Total Enrollment	**580**
FARMS Rate (2022-2023)	**60%**

Special Education Data 2023-2024 School Year

The total of this chart should match the number entered in Table 2.

Table 3					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	7	06 Emotional Disturbance	2	12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	16	14 Autism	1
04 Speech/Language Impaired	7	09 Specific Learning Disability	41	15 Developmental Delay	
05 Visual Impairment		10 Multiple Disabilities	7	**TOTAL COUNT**	81

III. **ATTENDANCE**

Table 4a	2022-2023
Grade Level – School Level	**Attendance Rate**
All (Excluding PreK & K)	89.3%

Grade 1, **6**, or 9	90.6%
Grade 2, **7**, or 10	89.6%
Grade 3, **8**, or 11	87.7%
Grade 4 or 12	NA
Grade 5	NA

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	**89.3%**
Hispanic/Latino of any race	88.5%
American Indian or Alaska Native	85.6%
Asian	95.8%
Black or African American	89.5%
Native Hawaiian or Other Pacific Islander	NA
White	89.5%
Two or more races	88%
Male	89%
Female	89.8%

EL	95%
Special Education	85.2%
Free/Reduced Meals (FARMS)	86.3%

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.

The overall attendance at Braddock Middle School has had a notable decline when compared to pre-pandemic data (93.3% in 2019 to 89.3% in 2023). 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 and Free and Reduced Meals students with 85.2% and 86.3%, respectively. Our 2023-24 focus will be on all students with special attention of the two lowest subgroups.

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

- **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 guidance counselor has established lunch time to target a group of students who have expressed that 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** 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 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 Furture Ed's "Attendance Playbook: Smart Strategies for Reducing Student Absenteeism Post-Pandemic."
- **Disrupting Parent Misconceptions about School Attendance**- Beginning in August, 2023, send text messages, emails, postcards, social media posts, etc. to inform parents of the detrimental impact missing school can cause. Through regular messaging, parent will be informed about 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.

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	2019	2022	2023
Not Chronically Absent (percentage)	77.4%	58%	60.85%
Not Chronically Absent (student count)			359
Report Card Points Earned	8	5	6

Habitually Truant

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

Table 6	2022	2023
Habitually Truant (percentage)	10.71%	7.05%
Habitually Truant (student count)	65	42

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 and 42 students in 2023 classified as habitually truant. 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.

In an effort to identify a student prior to them being classified as "Habitual Truant," the Pupil Service Team will monitor all students that miss 2 or more days per month. Students in this group will meet with the guidance counselor to address any school-based issues that may be contributing to their absenteeism. The Pupil Personnel Worker will reach out to families of these students to specifically address the attendance issue, explain habitual truancy and chronically absent, and offer supports and interventions as needed. Again, the Attendance Works resources will be utilized to guide the planning for each student. Students in need will have a Tier III plan to provide support before their attendance becomes excessive.

IV.   **GRADUATION RATE – High Schools Only**

V.   **SCHOOL SAFETY/ SUSPENSIONS**
1.   Complete the table.

Table 8: SUSPENSIONS		
	All Students	
Subgroup	2021-2022	2022-2023
Total Referrals	654	722
All Suspensions	61	132
In School	2	0
Out of School	59	132
Sexual Harassment Offenses	3	0

Harassment/Bullying Offenses	11	14

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.

The 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

VI.   EARLY LEARNING (Elementary Only)

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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 and to close or reduce achievement gaps between subgroups and their counterparts

1. **Complete data charts using 2022 and 2023 data results.**

* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 6	2022				2023					2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %		Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	63172	13	43	44	63596	11		41	**48**	**+4**
ACPS Results	605	11	49	40	586	10		37	**53**	**+13**
All school students	198	12	50	38	201	8		30	**62**	**+24**
American Indian or Alaska Native	*									

	2022 Total	2022 L1	2022 L2	2022 Prof	2023 Total	2023 L1		2023 L2	2023 Prof	Change
Asian	*									
Black or African American	30	27	53	20	35	6		37	**57**	**+37**
Hispanic/Latino of any race	*									
Native Hawaiian or Other Pacific Islander	*									
White	182	11	50	39	187	8		29	**63**	**+24**
Two or more races	28	21	47	32	30	10		33	**57**	**+25**
Special Education	25	36	48	16	28	32		57	**11**	**-5**
Limited English Proficient (LEP)	*									
Free/Reduced Meals (FARMS)	99	18	55	27	130	11		38	**51**	**+24**
Female	91	7	45	48	97	7		26	**67**	**+19**
Male	107	16	54	30	104	8		34	**58**	**+28**

* indicates no students or fewer than 10 students in category

TABLE 10b ELA Grade 7	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	64672	11	46	43	63563	6	47	**47**	**+4**
ACPS Results	588	13	50	37	598	6	42	**52**	**+15**
All school students	197	17	52	31	191	5	37	**58**	**+27**
American Indian or Alaska Native	*				*				

Asian	*				*				
Black or African American	20	20	60	20	27	11	41	**48**	**+28**
Hispanic/Latino of any race	*				*				
Native Hawaiian or Other Pacific Islander	*				*				
White	185	16	53	31	176	5	36	**59**	**+28**
Two or more races	13	15	62	23	27	15	33	**52**	**+29**
Special Education	26	31	69	0	19	16	53	**31**	**+31**
Limited English Proficient (LEP)	*				*				
Free/Reduced Meals (FARMS)	98	28	53	19	105	8	44	**48**	**+29**
Female	80	9	45	46	90	3	25	**72**	**+26**
Male	117	22	57	21	100	6	48	**46**	**+25**

* indicates no students or fewer than 10 students in category

	2022				2023				2022 to 2023
TABLE 10c **ELA Grade 8**	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	66514	17	40	43	65477	13	40	**47**	**+4**
ACPS Results	590	17	39	44	589	11	39	**50**	**+6**
All school students	201	19	48	33	188	7	42	**51**	**+18**
American Indian or Alaska Native	*								

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Asian	*								
Black or African American	30	27	60	13	25	12	48	**40**	**+27**
Hispanic/Latino of any race	*								
Native Hawaiian or Other Pacific Islander	*								
White	188	19	47	34	172	7	42	**51**	**+17**
Two or more races	25	28	56	16	18	5	56	**39**	**+23**
Special Education	27	41	48	11	14	43	43	**14**	**+3**
Limited English Proficient (LEP)	*								
Free/Reduced Meals (FARMS)	101	30	46	24	111	12	47	**41**	**+17**
Female	99	13	46	41	81	6	26	**68**	**+27**
Male	102	25	50	25	107	8	53	**39**	**+14**

Table 11a:	Cohort Growth (Cohort 2028)		
ELA Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Please enter as + or -
Maryland	44	47	+3
ACPS	40	52	+12
All Students	38	58	+20

Economically Disadvantaged	27	48	+21
Special Education	16	31	+15
Male	30	46	+16
Female	48	72	+24
Black or African American	20	48	+28
Two or More Races	32	52	+20
White	39	59	+20

Table 11b:	Cohort Growth (Cohort 2027)		
ELA Percent Proficient	Grade 7 2021-2022	Grade 8 2022-2023	Growth from Grade 7 to Grade 8 Please enter as + or -
Maryland	43	47	+4
ACPS	37	50	+13
All Students	31	51	+20
Economically Disadvantaged	19	41	+22
Special Education	0	14	+14
Male	21	39	+18
Female	46	68	+22
Black or African American	20	40	+20
Two or More Races	23	39	+16
White	31	51	+20

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Grades 6-8, Special Education Subgroup
Focus Area Goal	By the end of the 2023-2024 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.
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. This then affects their ability to comprehend and write responses that show their true mastery of a skill.
Needed Resources:	Notice & Note reading strategies, suggested picture books for teaching each of the signposts, i-Ready, Chromebooks in ELA classrooms, texts that meet the students' independent reading abilities for reading groups during reading lab, time for collaboration for co-teachers, and flex grouping reading materials.
Strategies and/or evidence-based interventions:	Strategies being implemented include the following: ● 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 ○ Reader's Choice texts with a variety of lexiles for the Tier 1 textbook units ○ Summaries with Targeted Passages for students who need it ○ 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

	● Specially Designed Instruction (SDI)
	● Third Party Supplemental Online Resources including
	   ○ Flocabulary
	   ○ EdPuzzle
	   ○ Kahoot
	   ○ Gimkit
	   ○ Blooket
	   ○ Schoology for modified online assessments
	   ○ CommonLit
	   ○ Kami
	   ○ Newsela
	   ○ The DBQ Project
	   ○ Poetry Foundation
	● *Literacy and Learning Centers for the Big Kids: Building Literacy Skills and Content Knowledge, grades 4-12* by Dr. Katherine S. McKnight
	● interactive notebooks
	● *When Kids Can't Read What Teachers Can Do* by Kylene Beers
	● Reading Interventions including i-Ready, Read 180 and Read 180FS

How will it be funded?	The school, special education department, and ELA department will fund the needed resources.
Steps towards full implementation with timeline:	Step 1: Special education teachers will be given access to online resources for the HMH *Into Literature* Tier 1 textbook (beginning of the year). Step 2: Students are assessed at the beginning of the year using the iReady Diagnostic and the HMH Growth Measure in order to be placed in Tier 3 interventions such as Read 180, Read 180FS (foundational skills), i-Ready, or RTI. Step 3: Provide special education teachers a visual representation of the RACE strategy along with graphic organizers and rubrics (first and second marking period). Step 4: Provide teachers time to plan and gather materials for flex grouping (co-planning happens on a weekly basis). Step 5: 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, and using the picture books to teach reading strategies through less complex text (first and second marking period).
Monitoring Procedure:	HMH Growth Measure Assessment (beginning, 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 2023

ELA FOCUS AREA 2:	Grade 7 ELA, Informative Writing
Focus Area Goal	By the end of the 2023-2024 school year, students in Grade 7 will increase proficiency with the MCAP writing task for informative writing by 5% and monitor the impact on the overall writing scores for Written Expression.
Root Cause(s):	Seventh grade informative writing scores on MCAP were the lowest in our school. The seventh grade ELA team has had a high turnover rate which made it difficult to build a strong team that implemented the reading and writing strategies well over time. All seventh grade ELA teachers need more guidance with teaching and addressing writing gaps.
Focus Content Standard(s):	**RI.7.1**: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.7.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Barriers:	7th grade ELA teachers are divided among 6th, 7th, and 8th grade teams for planning. This prevents 7th grade ELA teachers from having common planning time to collaborate on lessons and assessments together.
Needed Resources:	MCAP Performance Level Descriptors, MCAP rubric, and time for planning together
Strategies and/or evidence-based interventions:	During Tier I instruction, teachers will work collaboratively to ensure that all teachers across all grade levels are implementing the informative writing strategy known as RACE writing. This strategy will allow all students to receive the same message for writing throughout all content areas. ELA teachers will focus on cusp students, those who scored between a 740-760 on the ELA MCAP, specifically for the skill of informative writing. Strategies being implemented include the following: ● DBQs/Mini-Qs in both ELA and Social Studies content areas ● HMH Into Literature textbook materials such as Level Up Tutorials on writing, student models, revision guides, and interactive writing lessons ● RACE writing strategy implemented in all content areas for all grade levels ● MCAP writing rubric for informative writing ● More frequent writing opportunities

	- More Quickwrites to enhance and aid essay writing - Group writing activities - Scaffolding using the Gradual Release of Responsibility model (GRR) - Share planning calendars - Schoology groups - Shared Google Drive folder
How will it be funded?	Strategies being implemented are funded through the school and ELA department.
Steps towards full implementation with timeline:	Step 1: ELA teachers across all grade levels will receive PD with the focus on cusp students and their data on writing. The teachers will evaluate the data and collaborate on strategies to improve writing. (October) Step 2: ELA teachers across all grade levels will be coached by the ELA specialist on strategies for writing including RACE. Step 3: ELA teachers across all grade levels will attend a PD by one of the middle school specialists on unpacking the MCAP rubric. Step 4: ELA teachers will use what they learned from the PD on unpacking the MCAP rubric in their classrooms to assist students in understanding the expectations. Step 5: DBQs are to be implemented in the ELA curricula once a year per grade level and four times a year in the social studies curricula. Step 6: 7th Grade ELA teachers will have collaborative planning time throughout the year where they can discuss best practices for writing.
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 informative writing 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 grading responses using the updated MCAP rubric.

ELA FOCUS AREA 3:	Grades 6-8, Reading Literature
Focus Area Goal	By the end of the 2023-2024 school year, the percentage of students in Grades 6-8 will increase to Proficient (level 3) or Distinguished (level 4) on the ELA MCAP by 5% in the area of Reading Literature and decrease at a level 2 by 5%.
Root Cause(s):	After looking at the spring MCAP (2022-2023) scores for ELA, it was observed that there were a large number of students that were on the cusp of passing. We consider cusp scores to be a range of 740-760, since a passing

	score on MCAP is a 750. After analyzing the specific standards that were tested, it was clear that the cusp students were scoring lower on Literature standards than on Reading Information standards. Students need more strategies for reading literary texts.
Focus Content Standard(s):	**RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Barriers:	Students are not receiving adequate practice with their Tier I instruction associated with evidence-based literary reading strategies that support understanding of the text. ELA teachers are not using the district approved resources with fidelity.
Needed Resources:	Anchor Charts for Notice & Note Picture Books for Notice & Note Textbook Resources including reading logs Notice & Note professional development
Strategies and/or evidence-based interventions:	During Tier I instruction, teachers will work collaboratively to ensure that all ELA teachers across all grade levels are focusing on students who are performing below levels 3 or 4 on the ELA MCAP, specifically for the purpose of reading and comprehending complex literary text. Strategies being implemented include the following: ● DBQs/Mini-Qs in both ELA and social studies content areas (DBQs in social studies are informational) ● HMH Into Literature textbook materials such as Level Up Tutorials on writing, student models, revision guides, and interactive writing lessons ● RACE writing strategy implemented in all content areas for all grade levels ● MCAP writing rubric ● Scaffolding using the Gradual Release of Responsibility model (GRR) ● *Notice & Note Strategies for Close Reading* by Kylene Beers books
How will it be funded?	Strategies being implemented are funded through the school and ELA department.
Steps towards full implementation with timeline:	Step 1: The school improvement specialist will meet with ELA teachers across all grade levels to analyze 2022-2023 MCAP data for cusp students. Step 2: The school improvement specialist will conduct learning walks for the purpose of collecting school wide trends on the use of district approved resources. Step 3:The school improvement specialist will work with ELA teachers for collaborative planning in order to

	assist them in implementing the Notice & Note reading strategies and the RACE writing for the purposes of reading and comprehending literature text. This will include a book study on the *Notice & Note Strategies for Close Reading* by Kylene Beers. Step 4: ELA teachers will reflect on their use of the strategies and follow up with the school improvement specialist when needed to assist.
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 literary text and reading 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.

Universal Design for Learning for ELA.

Table 12	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	➜ 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
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.** ➜ 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.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ➔ 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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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 close or reduce achievement gaps between subgroups and their counterparts.

1. **Complete data charts using 2022 and 2023 data results.**

* indicates no students or fewer than 10 students in category

TABLE 13a MATH Grade 6	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	63193	37	44	19	63644	36	45	**19**	**0**
ACPS Results	606	30	51	19	586	30	48	**22**	**+3**
All school students	198	24	59	17	201	25	43	32	**+15**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	30	43	47	10	35	34	43	23	**+13**
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	182	24	59	17	187	24	43	33	**+16**
Two or more races	28	43	39	18	30	33	40	27	**+9**

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Special Education	25	40	52	8	28	64	32	4	**-4**
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	99	30	55	15	130	31	42	27	**+12**
Female	91	16	68	16	97	24	47	29	**+13**
Male	107	31	51	18	104	25	40	35	**+17**

* indicates no students or fewer than 10 students in category

TABLE 13b MATH Grade 7	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	56286	52	36	12	56106	48	37	**15**	**+3**
ACPS Results	568	47	36	17	570	38	40	**22**	**+5**
All school students	180	53	34	13	166	36	44	20	**+7**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	19	74	10	16	24	50	29	21	**+5**
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	

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White	169	53	35	12	153	36	44	20	**+8**
Two or more races	12	75	17	31	23	44	26	30	**-1**
Special Education	25	72	28	0	19	68	16	16	**+16**
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	94	64	28	8	97	49	39	12	**+4**
Female	72	50	33	17	77	35	47	18	**+1**
Male	108	55	35	10	89	37	42	21	**+11**

* indicates no students or fewer than 10 students in category

TABLE 13c MATH Grade 8	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	41267	54	39	7	41740	52	41	**7**	**0**
ACPS Results	367	48	46	6	390	46	48	**6**	**0**
All school students	129	49	41	10	118	45	44	11	**+1**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	26	62	38	0	19	53	42	5	**+5**

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Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	118	47	43	10	107	44	45	11	**+1**
Two or more races	22	55	41	4				0	**-4**
Special Education	22	77	18	5	13	69	31	0	**-5**
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	73	56	37	7	86	49	42	9	**+2**
Female	58	55	36	9	46	46	31	13	**+4**
Male	71	44	45	11	72	43	46	11	**0**

* indicates no students or fewer than 10 students in category

TABLE 13d ALGEBRA I	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	69986	36	49	15	67135	30	52	**18**	**+3**
ACPS Results	615	34	53	13	731	21	54	**25**	**+12**
All school students	66	4	70	26	79	7	53	40	**+14**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	

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Asian	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	*	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	63	5	70	25	73	7	56	37	**+12**
Two or more races	*	*	*	*	*	*	*	*	
Special Education	*	*	*	*	*	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	23	0	83	17	29	7	48	45	**+28**
Female	43	5	67	28	38	3	53	44	**+16**
Male	23	4	74	22	40	10	55	35	**+13**

* indicates no students or fewer than 10 students in category

TABLE 13e GEOMETRY	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	16647	25	49	26	19907	28	48	**24**	**-2**

ACPS Results	424	33	60	7	563	43	48	**9**	**+2**
All school students	19	0	32	68	14	0	43	57	**-11**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	*	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	19	0	32	68	13	0	38	62	**-6**
Two or more races	*	*	*	*	*	*	*	*	
Special Education	*	*	*	*	*	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	
Female	*	*	*	*	*	*	*	*	
Male	14	0	29	71	*	*	*	*	

Table 14:   Cohort Growth (Cohort 2028)

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MATH Percent Proficient	Grade 6 2021-2022	Grade 7 2022-2023	Growth from Grade 6 to Grade 7 Enter as + or -
Maryland	19	15	-4
ACPS	19	22	+3
All school students	17	24	+7
Economically Disadvantaged	15	13	-2
Special Education	8	16	+8
Male	18	26	+8
Female	16	21	+5
Black or African American	10	21	+11
Two or More Races	18	32	+14
White	17	23	+6

2. **MATH FOCUS AREAS**

MATH FOCUS AREA 1:	Math 6-8 All Students
Focus Area Goal	We will increase the number of students who pass the MCAP.
Root Cause(s):	Braddock only had 26% 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 comprehension and the problem solving skills needed to use their mathematical ability to solve the problem. Staff does the majority of the thinking for students and we need to shift to a more facilitative role using curricular resources that promote students' thinking, planning, and reasoning through difficult mathematical tasks.
Focus Content Standard(s):	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. Along with the expressions and equations

	domain.
Barriers:	Educator's lack of pedagogical content knowledge and skill in relation to understanding multiple strategies. Additionally, lack of appropriate professional training in modeling and reasoning standards are a few factors for poor performance on MCAP.
Needed Resources:	Educators need more professional development in the area of understanding the standard progressions and the multiple strategies that students are taught in previous years. Educators need more professional development in connecting their grade level evidence statements documents to the iReady Classroom curriculum.
Strategies and/or evidence-based interventions:	Full Adoption of iReady Math in grades 6-8 Implementation of the iReady instructional routine "Try It-Discuss It- Connect It"
How will it be funded?	CARES funding
Steps towards full implementation with timeline:	Full Adoption of iReady Math. In iReady students will get modeling in every lesson. Students are given a lab time in every math class. During lab, students are able to work at their level, be enriched or be remediated. Throughout each week students will have opportunities to work in small groups during lab in order to complete work with and without a teacher. 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. The routine helps students achieve greater mathematical agency by encouraging proficiency and rigor within a collaborative structure. With the Try-Discuss-Connect routine, students see that there are many ways to approach mathematical thinking and solutions to problems. When only one way is presented, students may think that they didn't do it the "right way" even when their solution path and thinking was accurate. 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. To accelerate student learning, students will be provided time every day to engage in math remediation or enrichment based on their iReady diagnostic data. Diagnostic data generates the Prerequisites report, which supports educators in identifying students' prerequisite learning needs for each instructional unit and provides guidance on how to best integrate this additional instruction into their grade-level scope and sequence for the year. Educators will provide explicit instruction during the math lab that focuses on essential prerequisite skills from previous grade level/s. Educators will utilize the iReady prerequisite report, iReady diagnostic data, and classroom formative assessments to plan accordingly for remediation or enrichment. Students will also utilize iReady's individualized pathway that will engage and reinforce student's mathematical thinking with a variety of

	high-quality practice opportunities.
Monitoring Procedure:	Students will be given knowledge checks after each lesson. Students will be given growth checks once per month. Students will also 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 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.

MATH FOCUS AREA 2:	Grades 6-8, Special Education Subgroup
Focus Area Goal	Braddock will decrease the number of students with an IEP in level 1.
Root Cause(s):	Many students with an IEP scored at a level 1 or level 2. IEP students had an overall lower increase year over year in MCAP efficiency.
Focus Content Standard(s):	For IEP students, we will focus on the Numbers and Operations standards that will help students build fluency mathematics. 6.NS.A.1-8(add, subtract, multiply, and divide fractions and decimals 7.NS.A.1-8 (add, subtract, multiply, and divide integers)
Barriers:	Many students with Individualized Educational Plans have a difficult time performing well on standardized tests. One particular source of difficulty for these students is that they may possess one or more learning characteristics that prevent them from learning mathematics as efficiently as their peers without learning problems. Metacognition involves the ability to apply appropriate learning strategies, to evaluate their effectiveness, and to change strategies when current ones are not successful. Some students are able to discover strategies independently or detect implicit strategies that they see others use. Students who have metacognitive deficits may not even be aware that others are using strategies to successfully complete the task at hand.
Needed Resources:	iReady Resources
Strategies and/or evidence-based interventions:	MTSS Tier II and III- Targeted, small group instruction focusing on student data to address prerequisite, foundational skills Use of iReady Personal Pathway for a minimum of 45 minutes/weekly

	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 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. 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?	iReady Materials- CARES funding
Steps towards full implementation with timeline:	
Monitoring Procedure:	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.

MATH FOCUS AREA 3:	Grades 6-8 Student's modeling and reasoning skills
Focus Area Goal	Braddock will decrease the number of students who have performed at a level one on the modeling and reasoning standards on MCAP.
Root Cause(s):	Lack of authentic, ambiguous 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, ambiguous modeling tasks as well as how to create such tasks.
Focus Content Standard(s):	Modeling and Reasoning standards in each grade: 6.R.3b, 6.R.2b, 6,R.1a, 6.R.3a, 6.M.1c, 6.M.1 7.R.3c, 7.R.1c, 7.R.2b, 7.M.1d, 7.M.1c, 7.M.1, 7.M.1b 8.M.1b, 8.M.1a, 8.M.1c, 8.M.1, 8.R.1b, 8.R.2a, 8.R.3a
Barriers:	The practice of modeling and reasoning makes students leaders in their own learning experience and challenges them to not simply make calculations but to also consider problems from various perspectives. Through real-world situations, students determine how to best solve the questions in front of them.

	Unfortunately, students aren't provided enough opportunities to engage in meaningful real-world situations that require them to model with mathematics and support their conclusions with valid reasoning. Educators need to understand the modeling cycle as well as understand the types of tasks that will allow students to engage in all parts of the modeling cycle.
Needed Resources:	MSDE PD on Modeling and Reasoning; Modeling and Reasoning Cycle and HQ Questions
Strategies and/or evidence-based interventions:	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. With the Try-Discuss-Connect routine, students 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. Educators will give students multiple opportunities to engage in authentic, relevant, and ambiguous 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.
How will it be funded?	CARES funding- iReady
Steps towards full implementation with timeline:	MSDE training- November, 2023-February, 2024 (Jeannette Milburn); Principal PD February, 2024 (Dr. Stewart) Math Team Meetings December, 2023-May, 2024 Instructional Strategies in math classrooms beginning in January, 2024 PD in a Box- Designed specifically for math content teachers and special educators
Monitoring Procedure:	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.

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**

Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	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
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	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
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**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

1. **Complete data charts using 2022 and 2023 data results.**

* indicates no students or fewer than 10 students in category

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TABLE 16 SCIENCE	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	67233	18	47	35	66026	25	49	**26**	**-9**
ACPS Results	592	18	52	30	588	23	56	**21**	**-9**
All school students	199	21	52	27	191	23	53	**24**	**-3**
American Indian or Alaska Native									
Asian									
Black or African American	31	26	61	13	25	40	48	**12**	**-1**
Hispanic/Latino of any race									
Native Hawaiian or Other Pacific Islander									
White	185	19	53	28	175	21	55	**24**	**-4**
Two or more races	25	12	78	12	18	39	56	**5**	**-7**
Special Education	26	46	42	12	25	40	52	**8**	**-4**
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	100	27	55	18	114	30	51	**19**	**+1**
Female	101	25	51	24	82	18	54	**27**	**+3**
Male	98	17	53	30	109	26	52	**22**	**-8**

2. FOCUS AREAS

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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 Promoting Adolescents' Comprehension of Text (PACT) Materials- PD on PACT Strategies (Comprehension Canopy, Essential Words, Critical Reading)
Strategies and/or evidence-based interventions:	OpenSciEd instructional model PACT Strategies (Comprehension Canopy, Essential Words, Critical Reading)
How will it be funded?	PACT materials are free OpenSciEd materials are free but PD will require funding- Dr. VanSlyke
Steps towards full implementation with timeline:	PD from OpenSciEd will occur in January, 2024 with a full OpenSciEd unit being taught prior to MISA PACT will be introduced to science teachers in December, 2023 at team planning with strategies being used instructionally beginning in January, 2024
Monitoring Procedure:	Walkthroughs evidencing OpenScieEd and PACT strategies Science Team Meetings

Universal Design for Learning for SCIENCE.

Table 17	

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: providing the learner various ways of acquiring information and knowledge.	● 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: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Provide options for perception (e.g. by offering alternatives for auditory and visual information). ● 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: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● 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

VIII.   MD School Survey Results and Plan

<table>
<tr>
<td colspan="2">Staff Engagement Action Plan:
2023 MD Report Card Score out of 3 = 1.8
Projected MD Report Card Score (2024) out of 3 = 2.2</td>
</tr>
<tr>
<td>Primary Area of Need
State the Domain, Topic, and Average Score out of a possible 10.</td>
<td>Domain: Relationships
Topic: Student-Student Relationships
Average Score: 5.19/10</td>
</tr>
<tr>
<td>Topic Description:</td>
<td>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.</td>
</tr>
<tr>
<td>Strategies: What steps will be taken in order to obtain an improved outcome(s).</td>
<td>1. Implement Restorative Practices- Peace Circles
2. WIN- 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</td>
</tr>
<tr>
<td>Initiative leader and team: Who is responsible and involved in the work?</td>
<td>Tiffany Pirolozzi, Guidance Counselor(Student Support Counselor) and PBIS Chair
PBIS Team
Team Leaders
Classroom Teachers</td>
</tr>
</table>

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: Physical Safety Average Score: 5.77/10
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: Steps that will be taken in order to obtain desired outcome.	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

Initiative leader and team: Who is responsible and involved in the work?	Shawn Swisher, AP Moriah Cohen, AP Tiffany Pirolozzi, Guidance Counselor and PBIS Chair Team Leaders
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
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 Restorative Practices Implementation- September, 2023 Full Staff PD refresher on Restorative Practices- August, 2023 PBIS Booster Events- following extended breaks (i.e. Christmas break)

Student Engagement Action Plan:
2023 MD Report Card Score out of 7 = 2.4
Projected MD Report Card Score (2024) out of 7= 2.07

Primary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety and Bullying Score: 1
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: Steps that will be taken in order to obtain the desired outcome.	Implement Tier I PBIS Program Anonymous Reporting of Bullying or Unsafe Behaviors
Initiative leader and team: Who is responsible and involved in the work?	Tiffany Pirolozzi (PBIS Chair) and Kristine Jackson (PST Chair) PBIS Team Classroom Teachers- Second Step Bullying Unit, Use of PULSE Officer Whitaker, SSE
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 PULSE Resource 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, 2023- ongoing throughout the year
Secondary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-Student Relationships Score: 1
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- 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 Model Respectful Discourse: Adult-Adult and Adult-Student
Initiative leader and team: Who is responsible and involved in the work?	Tiffany Pirolozzi, Guidance Counselor(Student Support Counselor) and PBIS Chair 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)?	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 Group- Quarterly Meetings

Timeline: Include dates for implementation of action steps.	WIN- Direct instruction on identified grade level needs

IX.   MULTI-TIERED SYSTEM OF SUPPORT

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

During our September Leadership Team meeting we revisited the MTSS Practice Profile and rated each indicator. The MTSS had not been updated formally since 2019. In 2019, the LT decided to focus on areas within Tier I where we were not at full implementation (score of 2). The priorities for the 2018-19 school year were all within the "Collaborative Teams & Data Based Decision-Making" domain.

This year, we rated ourselves a 1in the 2 areas that we'd previously rated ourselves a 0 (zero). While this shows growth, we chose to maintain a focus for the 2023-24 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 2023-24 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 coplanning 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 professional development on data sources (formative and summative), analysis of data, and how to make data-based decisions. Teachers also need time to analyze the data and time to collaborate on developing next steps for students.

X.   **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**
PBIS Tier I
PBIS Tier II
PBIS Tier III

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

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

As a result of our SRSS data collected in October, 2023 there are now students involved in:

Check-In/Check-out;

Modified Check-In/Check-Out (specific goals are set for each child and there are individual coaches);

Mentoring;

School counselors meet with identified students and groups of students to address anger issues, social skills, organization, and other topics designed to meet student needs individually or in small groups;

8th grade Project AIM students;

R-Rules Group;

Project YES and Man Cave for identified at-risk students;

Tier III behavior plans for students with intensive needs

XI. **Family and Community Engagement**

Parent/Community Involvement Needs

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

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. 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.

Action Plan

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➢ The parent involvement plan is developed with input from parents.	Parent representatives on the Leadership Team and Parent Focus group collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	**Monthly**	Molly Stewart, Principal Jill Fradiska, Parent
II. Building Parental Capacity ➢ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➢ Ensure information is presented in a format	● Orientation Day ● Parent Conference Days ● Coffee with the Administrators ● Grade Level Team Parent Conferences ● Quarterly Newsletter ● Braddock Family/Community Facebook Page ● Step Up Meetings ● Individual Conferences ● Our EL Teacher and Guidance Counselors reach out to parents of EL students to	August, 2023 Oct., 2023 & Feb.,202[ ] Quarterly As Needed Quarterly As Needed May, 2024 Ongoing Ongoing	Guidance Counselors Classroom Teachers Administrators Team Leaders Grade level teachers Molly Stewart ShawnSwisher Moriah Cohen Guidance Counselors EL Itinerant Staff

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
and/or language parents can understand. ➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	ensure they understand information being sent home. ● Our PPW, Project YES Coordinator, and Guidance Counselors develop relationships with our underserved families to ensure they are aware of school events and to encourage attendance.	As Needed	Tiffany Mock, EL Sup. Sandy Arnold, PPW Counselors Project YES Coordinator
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	The parent involvement plan will be reviewed at Coffee with the Administrators in December, 2023.	December, 2023	Molly Stewart
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents are welcomed as volunteers at Braddock. So of the ways they volunteer are: ● PBIS incentives ● Special events: Veteran's Day, Holiday events, student recognition events ● Guest readers ● Classroom helpers ● Facebook Administrator ● Leadership Team ● Focus Group Members	Ongoing	Counselors Classroom Teachers Administrators

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.

Strategy #1: Creation of Parent Focus Group- This group will work collaboratively with students and staff to identify and eliminate barriers to learning. This group will review the MSS data and help identify specific concerns related to relationships, bullying, etc. The goal of this group will be to design practices to improve the overall perception of BMS for students and families and to continuously review ways to make all students, staff, and family members feel welcomed and included.

Strategy #2: Positive Messaging- The BMS Parental Involvement Team will make biweekly positive posts on social media, submit pictures for the newspaper, make positive phone calls home, highlight classroom activities, etc. to infuse the community in the wonderful things happening each day at Braddock.

Strategy #3: Academic "Open House"- Parents and family members will be invited to attend an "open house" from 1-2 PM on Friday, December 21st. The event will allow parents to visit classrooms to see student work and classroom instruction. The music department will be showcased with choir and chorus students "caroling" in the hallways and band/orchestra set up throughout the school playing carols. All classrooms, including creative arts, will display projects and content-related student work. A brochure will be given to all parents related to academics and our SIP goals for the year.

Strategy #4: Explore Student Digital Portfolios- Research different platforms that would allow students to "capture" photo or video evidence of their learning to show growth over time. Ideally, this would be viewable by teachers and families as a means for students to reflect on their personal growth and as an alternate, more interactive way to communicate student progress to families. **Potentially, host a pilot student portfolio night for families where students lead a parent conference highlighting their growth over time for their family members through a digital portfolio.**

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?

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

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
iReady Math	August, 2023 September, 2023 January, 2024 Braddock Middle School	6-8 Math Teachers and Special Educators	Full School-wide Implementation of iReady Math	iReady Instructional Routines iReady Discourse Assessment Opportunities Data Disaggregation and Response to Student Needs	iReady Walkthrough Data Student Performance Data
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

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
OpenSciEd	January, 2024 via Zoom	6-8 Science Teachers and Special Educators	Implementation of 1 OpenSciEd unit per grade level	Structure of OpenSciEd curriculum Instructional Routines and strategies	Walkthrough Data Visual Support in Classroom Student Data
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**
Notice and Note Book Study	January-February, 2024	6-8 ELA teachers	Effectively use the 6 signposts from Notice and Note during instruction	Understanding of the Notice and Note signposts and how they support students in stopping and questioning as they read and how this instructional practice helps students to be ready to write about what they are reading.	Literacy Walkthrough Data ELA team meetings

VIII. Management Plan

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 including the quarterly Coffee with the Administration meeting. 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?

    Teachers will be responsible for gathering summative and progress monitoring data. Progress monitoring data will be analyzed by teachers and grade level teams every 3-6 weeks. Data will be used to inform instruction and determine resources. Summative data points will be reviewed by classroom teachers and the specialist in a timely fashion following each benchmark administration.

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

    The LT will review the following data: Growth Measure for Reading and Math; ELA benchmark 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.

5. How will administration monitor the plan?

    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.

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**
Moriah Cohen		**Assistant Principal**
Shawn Swisher		**Assistant Principal**
Tony Burns		**Math SIS**
Colleen Goodwin		**ELA SIS**
Jill Crawford		**Guidance Counselor**
Kristine Jackson		**Guidance Counselor**
Tiffany Pirolozzi		**Guidance Counselor- Student Support Counselor**

Allegany County Public Schools
2023-2024
Middle School Improvement Plan

Sarah Kalbaugh		**Grade 6 Team Leader**
Karissa Brandenburg		**Grade 6 Team Leader**
Jeannette Milburn		**Grade 6 Math Teacher**
Julie Bonnett		**Grade 7 Team Leader**
Pat Kidwell		**Grade 7 Team Leader**
Jackie Boor		**Grade 8 Team Leader**
Sheila Greise		**Grade 8 Team Leader**
Batina Willingham		**CA Team Leader**
Whitney Stoner		**CA Team Leader**
Kathy Lockard		**Reading Specialist**
Amy Williams		**Math Specialist**
Shawn Twigg		**Special Education Team Leader**
Martha Ganoe		**Special Education Facilitator/MSDE Coach**
Wendy Main		**Special Ed Supervisor**
Jill Fradiska		**Parent**
Alan Zapf		**Community Member- AYEPS**