Allegany County Public Schools
2018 – 2019 School Improvement Plan

ool: **Braddock Middle School**   **Principal:**   **Dr. Molly Stewart**

TEGRATED EDUCATIONAL FRAMEWORK

ssion, Vision, and Core Values

Mission Statement

culty and staff of Braddock Middle School, believe that **ALL** students can achieve. We are dedicated to providing an academic
nt that will ensure student success. To this end, we will provide:

safe and orderly campus for all students;
rricula that aligns with the Maryland Content Standards/Core Curriculum;
ily instruction designed to meet individual student needs; and,
ograms 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- Leaderhsip, Perseverance, and Excellence
BRADDOCK BLUE
Braddock
Leads with
Unstoppable
Excellence

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A. **VISION, MISSION, CORE VALUES, AND LEADERSHIP**

    1.   What is the role of the principal in the School Improvement Process at your school?

Braddock, the principal is the chair of the Leadership Team. She develops the agenda (with input from others) and organizes the ources for each meeting. She acts as a facilitator guiding discussions and maintaining the pace of each meeting. Braddock is in the MCIE ort which is reflected in the agenda.

    2.   What is the purpose of your school leadership team in the School Improvement Process?

school leadership team functions as the School Improvement Team. The fundamental purpose of the school leadership team is to ermine the school's educational direction. This includes the school's overall educational vision, its goals and priorities, the strategies that be used to achieve that vision and the alignment of resources to accomplish those strategies. To be effective, our team had to develop a ure in which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to ieve this goal.

    3.   Does your school improvement team (SIT) represent your entire school community, including parents/guardians?

, this year we've added a parent and the student council officers to the leadership team. The parent and students are invited all meetings beginning with our October, 2018 meeting. It is a goal of our team to add a community member to our team.

    4.   What additional opportunities exist for everyone in your school community to meaningfully participate in school
        decision-making processes?

ents and families have access to the Braddock Family Facebook page and the Braddock website.   Both include announcements, polls, and ormation related to school events and school decisions.

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5. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community?

Braddock Mission, Vision, and Core Values were written/revised during the first two leadership team meetings. Between two meetings, the leadership team representatives gathered input from their team. Throughout the year, the sion/vision/core values are reviewed by the leadership team to ensure alignment of strategies and resources toward that . Full staff feedback is gathered by the leadership team and shared during monthly meetings.

vision, mission, and core values are communicated on our Braddock Facebook page, website, and at all family events. ent representatives are members of our Leadership Team and attend regular monthly meetings.

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?

on completion and approval of the School Improvement Plan, we will send all parents a brochure outlining the plan and how plan fits into the vision, mission, and core values at Braddock. At that time, we will ask parents to offer input on the vision, sion, and core values, as well as, the goals of our SIP.

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why?

s year, we began our initial leadership team meeting with a review of the vision and mission. At that time, there were no core ues. The leadership team representatives shared the current vision and mission with their teams and asked for input and isions. Each team also gave input into core values. The leadership team adopted the revised vision, mission and core values he October leadership team meeting. The priorities and practices in our school improvement plan were designed based on dents needs and to align with the vision, mission, and core values.

B. **Culture, Climate, and Inclusive Community**

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development.

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School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers to but is not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the school staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

● The individual successes of teachers and students are recognized and celebrated.
● Relationships and interactions are characterized by openness, trust, respect, and appreciation.

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

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

e or bulleted form, address your school's **climate**, **culture, and inclusive community**.

Middle School is in year one of the 2018-19 MCIE cohort. This opportunity has allowed us to look collectively at the climate, d inclusive nature of our school. We began our work with a newly formed leadership team that includes team leaders from e, special educators, special education specialists, guidance counselors, administrators, and when appropriate, parents and The purpose of the team is to take stock of our current status related to culture, climate, leadership, inclusive practices, and mentation of the MTSS in academics as well as behavior. This team has a goal to create an effective model for educating all

high standards in the general education curriculum and classroom, and reduce the achievement gap, particularly for
ith disabilities. The team, in conjunction with input from the whole staff, created the school improvement action plan with
designed specifically to meet our student needs in the areas of academics and behavior. Further, we designed a plan to
ues with our school climate related to both students and staff. While we are in the early stages of this work, we've spent
ng a strong foundation for a sustainable culture that will support our goals.

at Braddock Middle School is one of support and positivity. We recognize that the climate of the school can be changed
ile the culture takes longer to root. The climate directly influences the school culture. The following are practices currently in

- Advisory Meetings
- Student Recognition Opportunities: Positive Behavior Referrals, Shining Stars, Positive Phone Calls/Notes home
- Collaborative Team Meetings
- Physical Environment: We are mindful that the environment has a direct impact on the climate. Braddock is a very clean,
  well maintained building.

hat will be added this year include:

- Student Solutions Weekly Grade Level Meeting: This meeting is an opportunity to meet as a team to monitor student
  behavior and academics. We utilize the SRSS and teacher/staff observation to develop Tier II or III plans as needed.
- Anti-bullying Campaign- "Expect Respect, STOP: BE KIND"
- Classroom Greeter: Each week a different student is identified to be the classroom greeter. The student is responsible
  for greeting any visitors to the classroom. The student will stand, approach, shake hands and welcome the visitor to the
  classroom.

- Including parents and students on Leadership Team
- Increasing forms of home-school communication: Braddock Parent Involvement Facebook Page, Monthly Activities Calendar, Quarterly Newsletters,
- Establish forms of staff praise (Peer Praise and Student Praise)
- Opportunities to increase school spirit and school pride- "Warrior Welcome", hallway decorations, Braddock Gear

Middle School has some components of a strong school culture. We looked at our school culture in three ways: 1) from the 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 ere everyone feels welcomed and supported and there is a strong sense of trust.

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

hat we have a responsibility to educate the whole child, we established some goals related to social skills for the 2018-19 r. Teachers will identify one student to be the greeter for the week in their class. As guests enter the room, the identified ll rise, welcome the guest, and shake his/her hand. Also, the staff as a whole will encourage students to greet one another onversations. Additionally, the school implemented a school-wide anti-bullying campaign with the motto, "Expect Respect."

for a culture of respect to permeate the building in all interactions and relationships. To further support this idea, Braddock
isory period bi-weekly where teachers work with their homeroom on activities related to team building, growth mindset, and
raits.

the importance of feeling valued and respected as tentpost for school culture. We will continue to recognize students for
behavioral, and social achievements. We will recognize our student groups and organizations for their efforts and
nts throughout the school year on the announcements and on the Braddock Facebook page. An area of focus this year will
zing our staff for their efforts. We have added a bulletin board captioned, "A Note of Praise" where students, parents, or
members can jot of note of praise about a staff member. Staff members will be recognized on the announcements and on
ck Facebook page.

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

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

deeper into our culture we recognize that a large part of our student population come from economically disadvantaged
ds. We plan to explore the characteristics of the economically disadvantaged culture by doing a book study in team meetings
book, C.A.R.E: Strategies for Closing the Achievement Gap.

Community:

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:k, all students have access to a guaranteed Tier I curriculum. Through collaborative planning, teachers are able to identify
lations to support all students. We implement the MTSS approach with all students receiving Tier I instruction and identified
eceiving specially designed Tier II and Tier III instruction. Student needs are identified through various data measures
creeners (Reading Inventory, Math Inventory, and SRSS) and more diagnostic tools like Curriculum Based Assessments and
ormative Assessments.

addock work collaboratively to plan for and implement specialized instruction to ensure that all students . The staff also
aboratively to support one another. Each grade level team meets weekly. Specialized staff is included as much as possible
ucators, paraprofessionals, math/ela specialists, ELL support teacher, etc). A goal this year is to work on creating a schedule
; the staff to meet at least one time per week with the grade level that they support. Also, an additional goal is to create a
each content team can meet monthly.

C. Student and/or Staff Engagement Action Plan

	Student and/or Staff Engagement Action Plan	
	STUDENT ENGAGEMENT ACTION PLAN	**STAFF ENGAGEMENT ACTION PLAN**

eas of provement: e the issue eds l?	Our student engagement survey results from Spring, 2018 included 4 questions related specifically to bullying (Q27-Q30). The data showed that only half of our students reported that they had **not** experienced bullying (50.77%). Over half of our students felt that Cyber Bullying was the most significant type of bullying (308 students/57.35%). The final 2 questions were regarding the ACPS bullying form and how bullying is handled at our school. Half of our students were aware of the bullying form (276 studnets/50.40%) and roughly one-third of our students felt that bullying reports were not effectively addressed (186 students/30.54%). Bullying is an issue that deeply impacts the climate and culture of a school.	65% of the staff at Braddock completed the Staff Engagement Survey (39 individuals). Overall, most of the survey questions had favorable responses. However, under the area of morale, staff responses indicated that "hard work isn't always acknowledged." Additionally, in response to questions focused on fear of retribution, 46% of the staff indicated that they felt they couldn't express their opinions without retribution and 64% of the staff responded that they fear retribution. When ranking what they fear as a type of retribution responses included termination, transfer, and poor treatment. Fear of speaking up is detrimental for the school.
ies: What be taken in otain the tcome(s).	A cohort of teachers met to design a quick survey to use as a pre/posttest specific to bullying at Braddock. The survey asked questions similar to the four questions on the Student Engagement Survey but removed the ambiguous, "Neither Agree or Disagree" answer choice. The survey was given in ELA classes on October 8th and will be given again in November follow the implementation of an anti-bullying program. The Braddock anti-bullying program, "Stop, Stand Up, Speak Out Against Bullying" was designed to include a series of lessons taught on bullying. The lesson focuses included: 1) What is bullying and how is it different from mean or unkind behaviors; 2) What are strategies can a student employ to stop the behavior; 3) What is the role of a bystander; 4) How and when to seek adult intervention; and 5) How does cyberbullying occur and what are the repercussions. The lessons will be taught in ELA to all students during the	A cohort of teachers which included team leaders was formed to discuss the results of the Staff Engagement Survey. Teachers met with administration to gather information regarding two questions. The first question which referred to teachers feeling that "hard work was not acknowledged" was addressed to gain ideas and input on ways that teachers felt that administration could address their dedication. Teachers discussed ideas such as peer-nominated shining stars and thank you notes placed in teachers' mailboxes. Teachers and administration agreed to continue to meet monthly as a positive cohort group to work on maintaining a positive, healthy workplace environment that highlights teacher successes and accomplishments. The second question addressed regarded teachers answers on the survey that stated that they "did not feel able to express their opinions because of retribution." After a conversation with team leaders, they expressed that this

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	same timeframe.	response was not a school-based response, but that it was a response that reflected a fear of being involuntarily transferred at the Allegany County Board of Education level.
eader and is e and the work?	Colleen Goodwin and a core group of teachers and administrators developed the pre/post survey and designed the anti-bullying program. The student council reviewed/revised the questions and gave input on the anti-bullying program. ELA teachers at all grade levels administered the survey and taught the lessons. Braddock will adopt the school-wide anti-bullying motto	Dr. Kelly Egros and a core of teachers and administrators will meet monthly to develop ideas.During the first meeting, a key idea presented was to begin a "You've been Mugged" cup where a coffee mug is filled with treats and secretly passed around the faculty during the year. The second idea to be immediately implemented is to have a monthly drawing of teachers' names, where students have nominated a teacher for a gift card.
: What ts (people, , time, etc) ded to carry iative(s) /activities) to e desired)?	A team will create the pre/posttest and lessons. ELA teachers will administer the pre/posttest and the lessons. Data will be examined by the PBIS team and the leadership team. School guidance counselors will develop lessons to be used school-wide in advisory groups. All advisory groups will read the novel, Restart, by Gordon Korman, that focuses on middle school students where students from all aspects of bullying are represented.	All staff members will teach six guidance-counselor created bullying lessons to their advisory groups that focus on teaching the definition of bullying and the effects it has on people and the core skills for our bullying prevention program. In addition, the lessons will include multiple areas where students may be bullied which include cyber bullying through social media. All staff and students will participate in a book study that focuses on how individuals are affected by bullying and how a "former" bully begins to show empathy toward people he used to bully.

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s: What are events and/or hments for	Advisory groups will continue to collect data through surveys and class discussions regarding bullying at Braddock Middle School. A schoolwide "Stop: Be Kind!" slogan will be adopted to unite students, staff, and faculty that a united goal to end bullying is a priority at Braddock MIddle School	Administration, guidance, and advisory mentors will implement the lessons and the novel. All teachers, administrators, staff, and guidance department will implement the "Stop: Be Kind!"" slogan. The PBIS Team will take ownership of the slogan and develop ways to implement the slogan throughout the school and in all classrooms.
ice Metrics: you measure progress on n steps and to if the goal has been	Pre/Post Survey Results Referrals related to bullying and harassment Anecdotal information regarding "Stop, Stand Up, speak Out" implementation by students.	Staff Engagement Survey results for 2019 Staff feedback during team meetings and Leadership Team Through team infraction sheets, teacher will continue to monitor bullying incidents within their teams. School guidance counselors will continue to monitor bullying incidents through guidance referrals.
nclude dates ientation of)s.	October 3, 2018- Cohort meets to design pre/post survey October 5-12, 2018- Student Council reviews pre/post survey questions October 10, 2018- Cohort meets to review/design lessons October 11, 2018- Student Council reviews lessons and provides input October 8,2018- ELA teachers give pre-survey October 15-19, 2018- ELA teachers teach lessons October 22,2018- ELA teachers give post survey November, 2018- Initial anti bullying campaign is kicked off and will span the entire school year.	May, 2018- Review data in grade level teams and identify area(s) of focus September, 2018- Develop cohort to work on root cause analysis and developing a plan October, 2018- throughout year- Meet in cohort to establish actionable plans for implementation

HOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers	1	40	41
Itinerant staff	5		5
Paraprofessionals		3	3
Support Staff		5	5
Other	10	10	20
Total Staff	16	61	77

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100% 0	100% 0	100% 0	100% 0	100% 0
For those not certified, list name, grade level course	N/A	N/A	N/A	N/A	N/A
Number of years principal has been in the	13	14	15	16	1

building					
Teacher Average Daily Attendance	94.0	94.9	95.5	93.9	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	NA	NA	NA	NA
Hawaiian/Pacific Islander	NA	NA	NA	NA
African American	20	18	21	16
White	539	519	522	518
Asian	NA	NA	NA	NA
Two or More Races	32	23	42	55
Special Education	90	84	68	66
LEP	NA	NA	NA	NA
Males	306	298	301	317
Females	277	277	291	286

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Total Enrollment (Males + Females)	601	575	592	603
Farms (Oct 31 data)	49.03%	51.19%	53.01%	n/a

C. **Special Education Data 2018-2019 School Year (As of September 30, 2018)**

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	6	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	24	14 Autism	4
04 Speech/Language Impaired	10	09 Specific Learning Disability	21	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	3		

TENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**

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All Students	93.2%	N
Grade 6	93.6%	N
Grade 7	93.2%	N
Grade 8	92.7%	N

...mplete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-17. Represent as + or - based on increase or decrease of data.

...ble 6

...tendance Rate

...bgroups – School Level Data	2014-2015	2015-2016	2016-2017	2017-2018	Percent of Change
...l Students	94.4	94.4	93.8	93.2	-0.6
...spanic/Latino of any race	95	*	*	94.3	NA
...merican Indian or Alaska Native	*	*	*	*	*
...ian	*	*	*	97.5	NA
...ack or African American	91.1	92.5	90.3	89.9	-0.4
...ative Hawaiian or Other Pacific Islander	*	*	*	92.8	NA
...hite	94.5	94.7	94.1	93.4	-0.7
...o or more races	92.9	90.9	90.9	91.6	0.7
...ecial Education	93.7	94.2	92.8	90.9	-1.9
...mited English Proficient (LEP)	*	*	*	*	*
...ee/Reduced Meals (FARMS)	92.8	93.1	91.7	91.0	-0.7

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

erall attendance at Braddock is showing a 3-year decline with 94.4% in 2015 dropping to 93.2% in 2018. Likewise, all ups with the exception of "Two or More Races" have declined for the last 3 years.

be 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

velop a "Braddock Be Here" Team- Target the top 30 students with attendance issues.   These students will be given extra s throughout the school and in some cases, assigned a mentor to ensure they feel like a contributor to the overall school. We l recognize students that meet attendance goals quarterly with a pizza party.

endance Contracts- In collaboration with parents, the PST will establish attendance contracts with students who have 5 or re unexcused absences. The contract will include positive rewards for meeting attendance goals.

e Pupil Service Team will monitor student attendance weekly. The Pupil Personnel Worker will send personalized letters to dents at 5 and 10 days and letters reminding parents and students to turn in documentation regarding absences. The PST will et with the parents of students when they reach 10 days absent. The PPW will make home visits if necessary.

dents with attendance issues will be monitored weekly at grade level Student Solutions meetings. The team will look at demics and behavior in conjunction with attendance and design individualized interventions.

BITUAL TRUANCY

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

he Examination of the Habitual Truancy Data, respond to the following:

students were identified as habitual truants?   At Braddock, we had 5 students identified as habitual truants.

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

truant students often have factors impacting their attendance. The aforementioned Student Solutions team, in collaboration
upil Service Team, will identify students at-risk for habitual truancy and design individualized interventions. It's possible that
ents will have academic and behavioral concerns as well. The team will develop a Tier III intervention plans to address the
ed needs of these students.

ADUATION AND DROPOUT RATE – High Schools Only

HOOL SAFETY/ SUSPENSIONS
pension – In school and out of school suspensions
ool Safety – Suspension for Sexual Harassment, Harassment, and Bullying
mplete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses of
lying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-2017.
present as + or - based on increase or decrease of data.

ble 9				
SPENSIONS				
	All Students			
bgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
tal Referrals	477	725	734	+1.24%

Suspensions	115	136	161	+18.38%
School	14	26	46	+76.92%
t of School	101	110	115	+4.54%
xual Harassment Offenses	0	8	8	0%
rassment/Bullying Offenses	12	48	22	-54.17%

nment on the number of suspensions for your school related to these incidents and provide a plan to reduce that number, if licable.

 have implemented a Tier 2 homeroom that targets students who have had discipline issues. The homeroom has two male chers and a female instructional assistant. These teachers provide mentorship and support for these students throughout the ire school day. We have Project YES and the Man Cave, which are therapeutic programs designed to help and support dents who have been recommended by our school's Pupil Service Team. We also have reading and math interventions during curricular for students who need extra support. The hope is that helping students bridge gaps in reading and math will have a sitive impact on classroom behavior. As these students better understand concepts, they would be less likely to have down e and misbehave in class as they will be more engaged in their learning. From the social/emotional standpoint, these dents will develop positive relationships with their homeroom mentors and see those individuals as resources to assist when y are struggling behaviorally.

dent behavior was also examined by the Student Council. The students felt that OSS should only be used in extreme cases l that ISS was a harsher punishment. The council also participated in the development of the anti-bullying campaign and

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isted the staff in identifying areas around the school that needs more adult supervision (bathrooms, stairwells, certain
lways, etc).

earch suggests that typically academic and behavior issues coexist with our most needy students. We intend to identify
llenges and opportunities to provide support in both areas for our Tier III students.

RLY LEARNING

ADEMIC PROGRESS
ryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to
ellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals,
ectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County
required to do the same.

A. ENGLISH LANGUAGE ARTS

1. **Reading/ELA Data Overview**

   Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
   Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
   Reading – Proficiency Data (Elementary, Middle and High Schools)
   Complete data charts using 2015, 2016, 2017, 2018 Data Results.

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	2015							2016							2017							2018						
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5	
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%
	187	71	38	36	19.3	59	31.5	216	69	32	76	35.2	71	32.9	175	66	37.7	42	24	67	38.3	214	65	30.4	62	29	87	40.7
an or	≤10	≤10	0	≤10	0	≤10	0	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	≤10	≤10	0	≤10	0	≤10	50	≤10	≤10	0	≤10	0	≤10	100	≤10	0	0	0	0	2	100	≤10	≤10	25	≤10	50	≤10	25
n	≤10	≤10	83.4	≤10	16.7	≤10	0	≤10	≤10	42.9	≤10	42.9	≤10	14.3	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	12.5	≤10	62.5	≤10	25
o of	≤10	≤10	50	≤10	50	≤10	0	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	50.0	≤10	0	≤10	50.0	≤10	≤10	0	≤10	60	≤10	40
n or ander		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	100	≤10	0	≤10	0
	165	62	37.6	31	18.8	52	31.5	206	66	32.1	72	35	68	33	151	51	33.8	40	26.5	60	39.7	177	55	31.1	46	26	76	42.9
aces	11	2	18.2	2	18.2	6	54.5	0	0	0	0	0	0	0	15	10	66.7	2	13.3	3	20	19	7	36.8	6	31.6	6	31.6
ion	35	32	91.4	7	20	1	2.9	28	23	82.1	4	14.3	1	3.6	22	18	81.9	1	4.5	3	13.6	29	20	69	5	17.2	4	13.8

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	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	100	51	51	23	23	15	15	128	52	40.7	40	31.3	36	28.2	94	47	50	28	29.8	19	20.2	115	47	40.9	34	29.6	34	29.6
	86	19	22.1	10	11.6	36	41.9	119	29	24.4	38	31.9	52	43.7	88	28	31.8	20	22.7	40	45.5	92	20	21.7	24	26.1	48	52.2
	101	52	51.4	26	25.7	23	23.8	19	40	41.2	38	39.2	19	40.6	87	38	43.7	22	25.3	27	31.0	122	45	36.9	38	31.1	39	32

	2015							**2016**							**2017**							**2018**						
	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%
	185	82	44.3	52	28.1	51	27.5	184	75	40.8	48	26.1	61	33.2	202	65	32.2	58	28.7	79	39.1	166	40	24.1	45	27.1	81	48.8
or	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	0	≤10	0	≤10	100	0	0	0.0	0	0	0	0
	≤10	≤10	0	≤10	33.3	≤10	66.7	≤10	≤10	0	≤10	33.3	≤10	66.6	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	0	≤10	100
	≤10	≤10	83.3	≤10	16.7	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	40	≤10	40	≤10	20	≤10	≤10	100	≤10	0	≤10	0
of	≤10	≤10	60	≤10	40	≤10	0	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	33.3	≤10	66.7
or nder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	NA		NA		NA		NA
	161	68	42.2	46	28.6	47	29.2	175	70	40	46	26.3	59	33.7	183	59	32.3	51	27.9	73	39.9	145	33	22.8	38	26.2	74	51

	Total	#	%	#	%	#	%	Total	#	%	#	%	#	%	Total	#	%	#	%	#	%	Total	#	%	#	%	#	%
es	≤10	≤10	55.5	≤10	22.2	≤10	22.2	0	0	0	0	0	0	0	11	4	36.4	5	45.5	2	18.2	13	3	23.1	6	46.2	4	30.8
n	20	18	90	2	10	0	0	35	31	88.5	4	11.4	0	0	19	15	78.9	4	21.1	0	0	18	15	83.3	1	5.6	2	11.1
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0	0	0
eals	88	57	64.8	21	23.9	10	11.4	96	55	57.3	27	28.1	14	14.6	106	48	45.3	32	30.2	26	24.6	79	28	35.4	30	38	21	26.6
	89	32	36	26	29.2	31	34.8	83	19	22.9	27	32.5	37	44.5	110	25	22.7	33	30	52	47.3	85	16	18.8	26	30.6	43	50.6
	96	50	52.1	26	27.1	20	20.8	101	56	55.5	21	20.8	24	23.8	92	40	43.5	25	27.2	27	29.4	81	24	29.6	19	23.5	38	46.9

	2015							2016							2017							2018						
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5	
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%
	173	72	41.7	50	28.9	51	29.5	201	81	40.3	48	23.9	72	35.8	193	81	42	44	22.8	68	35.2	206	63	30.6	54	26.2	89	43.2
n or		0	0	0	0	0	0	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0	0
	≤10	≤10	0	≤10	33.3	≤10	66.6	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	33.3	≤10	66.7	≤10	≤10	0.0	≤10	0.0	≤10	100.0
	≤10	≤10	57.2	≤10	28.6	≤10	14.3	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	28.6	≤10	42.9	≤10	28.6
of	≤10	≤10	75	≤10	25	≤10	0	≤10	≤10	40	≤10	20	≤10	40	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	50.0	≤10	0.0	≤10	50.0

23

or nder		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	155	65	42	45	29	45	29	185	72	38.9	2	10.5	0	0	171	69	40.3	41	24	61	35.7	185	54	29.2	49	26.5	82	44.3
ces	≤10	≤10	0	≤10	25	≤10	75	0	0	0	0	0	0	0	11	5	45.5	1	9.1	5	45.5	11	6	54.5	2	18.2	3	27.3
on	13	11	84.6	2	15.4	0	0	19	17	89.5	1	10.5	0	0	31	30	96.8	1	3.2	0	0	19	16	84.2	3	15.8	0	0.0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Meals	82	52	63.4	16	19.5	14	17.1	96	57	59.4	22	22.9	17	17.7	100	59	59	23	23	18	18	105	44	41.9	23	21.9	38	36.2
	90	28	31.1	30	33.3	32	35.2	98	30	30.6	25	25.5	43	43.9	91	27	29.7	22	24.2	42	46.2	112	23	20.5	26	23.2	63	56.3
	83	44	53	20	24.1	19	22.9	103	51	49.5	23	22.3	29	28.2	102	54	53	22	21.6	26	25.5	94	40	42.6	28	29.8	26	27.7

2. **Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

hat are economic disadvantage in grades 6-8 showed an achievement gap in the ELA Portion of PARCC.

C DISADVANTAGE SUBGROUP,	**ECONOMIC DISADVANTAGE SUBGROUP, ELA 7**	**ECONOMIC DISADVANTAGE SUBGROUP, ELA 8**
ents 29.6% Level 4/5 ents 29. 6% Level 3 ents 40.8% Level 1/2	21/79 students 26.6% Level 4/5 30/79 students 38% Level 3 28/79 students 35.5% Level 1/2	38/105 students 36.2% Level 4/5 23/105 students 21.9% Level 3 44/105 students 41.9% Level 1/2

sadvantage category includes 115 out 6th grade students.	Economic Disadvantage category includes 79 out of 166 (48%) 7th grade students.	Economic Disadvantage category includes 105 out of 206 (51%) 8th grade students.
a **24% gap** between non (53.5%) and sadvantage students scoring level 4 or ng or exceeded expectations).	Data shows a **42.4% gap** between non ((69%) and economic disadvantage students scoring level 4 or above (meeting or exceeded expectations).	Data shows a **14.3% gap** between non (50.5%) and economic disadvantage students scoring level 4 or above (meeting or exceeded expectations).
only a **1.3% gap** between non (28.3%) c disadvantage students scoring a level ng expectations).	Data shows only a **20.8 % gap** between non (17.2%) and economic disadvantage students scoring a level 3 (approaching expectations).	Data shows only a **8.8% gap** between non (30.7%) and economic disadvantage students scoring a level 3 (approaching expectations).
0.8% of economic disadvantage scoring a level 1 or 2 (did not yet meet).	Data shows **35.5%** of economic disadvantage students are scoring a level 1 or 2 (did not yet meet expectations).	Data shows **41.9%** of economic disadvantage students are scoring a level 1 or 2 (did not yet meet expectations).

examine FARMS growth tracking the same group from grade 6-8, we see a slight increase 8% from 28.2% (2016) to 36.2%

with disabilities in grades 6-8 have a significant achievement gap in the ELA portion of PARCC.

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WITH DISABILITIES, ELA 6	STUDENTS WITH DISABILITIES, ELA 7	STUDENTS WITH DISABILITIES, ELA 8
s 13.8% Level 4/5	2/18 students 11.1% Level 4/5	0/19 students 0% Level 4/5
s 17.2% Level 3	1/18 students 5.6% Level 3	3/19 students 15.8% Level 3
ts 69% Level 1/ 2	15/18 students 83.3% Level 1/ 2	16/19 students 84.2% Level 1/2

h disabilities category includes 29 out
6th grade students.
a **31.1% gap** between students with
(44.9%) an IEP scoring level 4 or above
xceeded expectations).
a **13.6%** gap between students with and
3%)an IEP scoring a level 3
g expectations).
9% of students with an IEP are scoring
(did not yet meet expectations).

ith Disabilities , ELA 6, Literary Text
ations: 19/29 65%
pectations: 8/29 28%
ations: 2/29 7%

ith Disabilities , ELA 6,
nal
ations: 15/29 52%
pectations: 13/29 45%
ations: 1/29 3%

ith Disabilities , ELA 6, Written

ations: 19/29 65%
pectations: 6/29 21%
ations: 2/29 7%

Students with disabilities category includes 18 out
166 (11%) of 7th grade students.
Data shows a **42.3% gap** between students with
and without (53.4%) an IEP scoring level 4 or above
(meeting or exceeded expectations).
Data shows a **24.1% gap** between students with
and without (29.7%) an IEP scoring a level 3
(approaching expectations).
Data shows **83.3%** of students with an IEP are
scoring a level 1 or 2 (did not yet meet
expectations).

Students with Disabilities , ELA 7, Literary Text
Below Expectations: 14/18 78%
Nearly Met Expectations: 3/18 17%
Meets Expectations: 1/18 5%

Students with Disabilities , ELA 7 ,
Informational
Below expectations: 14/18 78%
Nearly Met Expectations: 2/18 11%
Meets Expectations: 2/18 11%

Students with Disabilities , ELA 7 , Written
Expression
Below expectations: 13/18 72%
Nearly Met Expectations: 4/18 22%
Meets Expectations: 1/18 6%

Students with disabilities category includes 19 out
of 206 (9%) of 8th grade students.
Data shows a **47.6% gap** between students with
and without (47.6%) an IEP scoring level 4 or above
(meeting or exceeded expectations).
Data shows a **11.5% gap** between students with
and without (27.3%) an IEP scoring a level 3
(approaching expectations).
Data shows **84.2%** of students with an IEP are
scoring a level 1 or 2 (did not yet meet
expectations).

Students with Disabilities , ELA 8, Literary Text
Below Expectations: 15/19 79%
Nearly Met Expectations: 4/19 21%
Meets Expectations: 0/19 0%

Students with Disabilities , ELA 8,
Informational
Below expectations: 19/19 100%
Nearly Met Expectations: 0/19 0%
Meets Expectations: 0/19 0%

Students with Disabilities , ELA 8, Written
Expression
Below expectations: 16/19 84%
Nearly Met Expectations: 3/19 16%
Meets Expectations: 0/19 0%

xamine SPED performance tracking the same group from grade 6-8 there is a slight decrease from 3.2% to 0%.

Trina Simpson 1/4/1
Comment [1]: typ

0.2% gap between males and females at a level ⅗. Male population of 122 and female population of 92.

7% gap between males and females at a level ⅗. Male population of 81 and female population of 85.

8.6% gap between males and females at a level ⅗. Male population of 94 and female population of 112.

a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so, how will the goal be sustained?

- → When looking at grade levels for economically disadvantaged students scoring levels 1-3, in comparison with the 2017-2018 School Improvement Plan, the gap was reduced. In sixth grade, the gap was reduced by 10% (from 80% to 70%). In seventh grade, the gap was reduced 1% (75% to 74%). In eighth grade, the gap was reduced by 19% (from 83% to 64%).
- → When tracking students from grade to grade for economically disadvantaged students scoring levels 1-3, in comparison with the 2017-2018 School Improvement Plan, last year's seventh graders reduced the gap by 6% (from 80% to 74%). Last year's eighth graders reduced the gap by 16% (from 80% to 64%).
- → When looking at grade levels for students with disabilities scoring levels 1-3, in comparison with the 2017-2018 School Improvement Plan, the gap was not reduced in grade six and grade eight, but was reduced in grade seven. In sixth grade, the gap increased by 3% (from 83% to 86%). However, the number of students with disabilities increased from 24 students to 29 students. In seventh grade, the gap was reduced by 11% (from 100% to 89 %). In eighth grade, the gap was not reduced, and it increased by 3% (from 97% to 100%).
- → When tracking students from grade to grade for students with disabilities scoring levels 1-3, in comparison with the 2017-2018 School Improvement Plan, last year's seventh graders did not reduce the gap, but it increased by 3% (from 86% to 89%). Last year's eighth graders did not reduce the gap because it remained the same (100%).
- → In order to sustain and have continual growth, teachers will be provided with strategies to accomodate for students with disabilities and economically disadvantaged students.

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- Describe the gains made in focus areas.

➔ Grade 6 ELA increased by 2.4% from 2017 to 2018.
➔ Grade 7 ELA increased by 9.7% from 2017 to 2018.
➔ Grade 8 ELA increased by 8% from 2017 to 2018.
➔ Grade 7 FARMS increased by 6.4% from 2017 to 2018.
➔ Grade 8 FARMS increased by 11.6% from 2017 to 2018.

sed on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

entation – Process

➔ SmartBoard activities
➔ Graphic organizers, checklists
➔ Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, charts, or diagrams

sion/Action- Product

➔ Oral, visual, tactile presentation
➔ Provide sentence starters or sentence strips
➔ 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

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→ Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture 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.

le 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.)

sh Focus Areas

e The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
termine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
plement data from the DMRS in the Goal Planning Process.
e the ACPS Goal Planning Process
ase include the following:

● What is the issue?
● What data support the need for a resolution to the identified issue?
● Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
● What is currently preventing the identified goal from being attained?

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- What outcome(s) will determine the identified goal has been met?
- What resources are not currently available to meet the identified goal?
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
- How will implementation be monitored to reach the identified goal?

Focus Areas: We have 2 main focus areas for ELA: Grade 6 ELA and SPED grades 6-8.

TS WITH DISABILITIES SUBGROUP , ELA 6-8	WHY/ROOT CAUSE ANALYSIS
l education population is not meeting ns on the PARCC assessment.	**WHY?** Students with disabilities are struggling on the PARCC assessment because the reading level is above their independent reading level. **WHY?** Students with disabilities are struggling on the PARCC assessment because they are required to read complex, longer passages requiring analysis of literary and informational text. **WHY?** Students with disabilities are struggling because the assessment requires written responses from multiple sources. **WHY?** Students with disabilities are struggling because a Tier 2 and 3 Instruction was not in place to improve their reading and comprehension level.
	ROOT CAUSE: Students are struggling because they are required to read and analyze text from multiple sources that is above grade level and then use that information in a written response.
support the need for a resolution to ied issue?	Reading Inventory, PARCC assessment results, ACPS Benchmarks
	The goal is to increase the number of students with disabilities to levels 3,4, and 5 (nearly meets, meets or exceed expectations) on the ELA PARCC assessment.

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Allegany County Public Schools
2018 – 2019 School Improvement Plan

dentified goal align with an initiative S? If so, how/why does it align?	ACPS continues to examine ways to improve efficiency and effectiveness in the delivery of support to schools. Under the direction of the Chief Academic Officer, the system evaluates the strengths and needs of the instructional division and adjusts the Master Plan and School Improvement Plans accordingly. On the school level, personnel also examines ways to improve the effectiveness of the curriculum and delivery to improve student achievement through GRRUDL. Teachers closely monitor student progress. Data is shared with administration. Administration reports to the ACPS leaving the network of communication open and creating an environment conducive to meeting the needs of all students.
rently preventing the identified goal from ned?	Looking at Braddock's data, students do not show the achievement necessary to be successful with literary and informational texts as measured by the PARCC exam. ELA instruction is currently Tier 1 with a minimal amount of Tier 2 instruction in the 76-minute block. Consistent Tier 2 instruction needs to be included in the student's daily schedule. Flex grouping needs to be implemented in the ELA classrooms so that the independent reading levels of the students can increase.
ome(s) will determine the identified een met?	The number of students with disabilities who are scoring at levels 1 and 2 will increase their scores to levels 3, 4, and 5 on the ELA PARCC assessment.
urces are not currently available to dentified goal?	**Resources Not Available:** Laptops in ELA classrooms, textbooks that meet the students independent reading ability for reading groups, time for collaboration for co-teachers, flex grouping reading materials, and an appropriate Tier 2 intervention program to be utilized during the 76-minute block (teachers currently design flex grouping instruction based on best practices). **Resources Available:** Holt McDougal Reading Materials, SIMS Sentence Writing program, Read 180 program (60 licenses for the school), Bridges to Literature, UDL strategies, Gradual Release of Responsibility model , NewsELA, ReadWorks, graphic organizers, PARCC Public Release Items , Scope and Sequence for Grade 6, Flocabulary, Khan Academy, Finish Line, interactive notebooks, Best Practices Toolkit, SRA materials and Brain Pop.

s will be taken to fully implement the effort to reach the identified goal	We will analyze the Reading Inventory data from the beginning of the year by lexile scores. Students with a lexile score of 500 to 800 will placed in the Read 180 intervention program. 45 students in the READ 180 program will receive an additional 76 minutes of reading instruction beyond the Tier 1 instruction. Students with a lexile below 500 will be given the SRA test and be placed in the Tier 2 SRA intervention or in a specially designed Tier 2 group utilizing research based strategies. According to the SRA results, students will placed in intervention groups-B2, B1, and A. Students in the SRA intervention program will be provided an additional support during co-curricular.
mplementation be monitored to reach ied goal?	Students will be informally and formally monitored in ELA classes on skills and comprehension. Piloting in grade 6 this year, flex grouping students for reinforcement of skill and to improve their current reading ability. The ELA teachers will administer the Reading Inventory during mid year and the end of the year. The growth will be shared with the ELA teachers by the School Improvement Specialist.

the data, at the district level, grade 5 students are passing the ELA PARCC assessment at 53.7%. When students reach ere is a decrease in the number of students passing at the district level of 18%. At Braddock, the decrease in the number s passing is 13% from 5th grade. Also, at Braddock , grade 6 only increased by 2.4% from 2017-2018. Over the past 4 de 6 students only increased 9.1% compared to grade 7 increased 21.6% and grade 8 increased 14.1%. Also, Braddock idents had the lowest passing rate of 40.70% compared to grade 7 at 48.80% and grade 8 at 43.20%.

terary Text

xpectations
Meets Expectations
r Exceeds Expectations

Grade 6 Informational Text

31% Below Expectations
30% Nearly Meets Expectations
39% Meets or Exceeds Expectations

ELA Grade 6	WHY/ROOT CAUSE ANALYSIS
re scoring below district and state in r Information. Core Standards termine a central idea of a text and w it is conveyed through particular ails; provide a summary of the text tinct from personal opinions or gments. alyze in detail how a key individual, ent, or idea is introduced, illustrated, d elaborated in a text (e.g., through mples or anecdotes). re scoring below district and state in r Literature. Core Standards scribe how a particular story's or	**Students are scoring below district and state in Reading for Information.** **WHY?** Students are having a difficult time identifying the main idea of a passage. **WHY?** Students are not exposed to paired text, spending too much time on the anchor texts for each marking period. **WHY?** Students need more exposure to compare and contrast activities for complex passages. **WHY?** Students not exposed enough to analyzing multiple sources and citing quality evidence to support the central idea. **WHY?** Students are not analyzing and making a connection of ELA terms across other subject areas. **ROOT CAUSE: Students need repeated exposure of analyzing paired/multiple texts through whole groups and flex groups for informational purposes and citing quality evidence to support written responses that mirror PARCC.** **Students are scoring below district and state in Reading for Literature.** **WHY?** Students were being taught with anchor texts that were too complex and not at their independent reading levels. **WHY?** Students were not being exposed to plotting short stories on a linear plot diagram. **WHY?** Students are struggling to utilize Tier 1/academic vocabulary in their verbal and written expression. **WHY?** Students were not exposed to a plethora of texts that would model

ma's plot unfolds in a series of sodes as well as how the characters pond or change as the plot moves ward a resolution. termine the meaning of words and ases as they are used in a text, luding figurative and connotative anings; analyze the impact of a cific word choice on meaning and e.	different examples of author's tone and word choice. **WHY?** Students need to be exposed to more practice using academic vocabulary in written and spoken formats using shorter, paired texts. **ROOT CAUSE: Students need repeated exposure to explicit instruction that hones in on academic vocabulary and showcases their knowledge through questions that mirror PARCC. Shorter, paired passages at the students' independent reading levels will be utilized through whole groups and flex groups in order to aid students in their ability to understand author's tone, as well as literary elements.**
supports the need for a resolution to ied issue?	- Read 180 - Growth data from beginning, middle, and end of year RI assessments - Countywide benchmarks - SLO (based on the focus areas from the School Evidence Statement Analysis) - Informal and formal classroom assessments
	Our goal is to increase the percent of students who have adequate abilities in the identified informational and literary areas in order to meet or exceed expectations (levels 4 and 5).
dentified goal align with an initiative S? If so, how/why does it align?	ACPS continues to examine ways to improve efficiency and effectiveness in the delivery of support to schools. Under the direction of the Chief Academic Officer, the system evaluates the strengths and needs of the instructional division and adjusts the Master Plan and School Improvement Plans accordingly. On the school level, personnel also examines ways to improve the effectiveness of the curriculum and delivery to improve student achievement through GRRUDL. Teachers closely

	monitor student progress. Data is shared with administration. Administration reports to the ACPS leaving the network of communication open and creating an environment conducive to meeting the needs of all students.
rently preventing the identified goal attained?	Looking at Braddock's data**,** students do not show the achievement necessary to be successful with literary and informational texts as measured by the PARCC exam. ELA instruction currently contains Tier 1 and 2 instruction. Tier 3 instruction needs to be included in the students daily schedule. Flex grouping needs to be implemented in the ELA classrooms so that the independent reading levels of the students can increase. Previously, the curriculum provided was preventing teachers from thoroughly hitting all of the appropriate standards because complex anchor texts were being used for instruction. However, the curriculum was revised and changed this summer to include more literary and informational skills using shorter passages.
ome(s) will determine the identified een met?	The overall performance of sixth graders on the ELA PARCC assessment will show an increase in students meeting or exceeding expectations (levels 4 and 5) in the focused areas of informational and literary texts. The number of students nearly meeting or not meeting expectations (levels 1-3) will decrease in the focused areas of informational and literary texts.
urces are not currently available to dentified goal?	**Resources Not Available:** ● Computer carts specifically for ELA classes ● No software or program available for students to independently read and test their reading abilities outside of the classroom ● Materials for flex grouping **Resources Available:** ● New Scope and Sequence

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	- PARCC released items included in the curriculum - Finish Line - DBQs/Mini-Qs - Khan Academy - Flocabulary - NewsELA - ReadWorks - Anchor Charts - Holt-McDougal textbook materials such as Level-Up and Interactive Whiteboard - Strategic Instruction Model (SIM) - Brainpop - Plickers - Kahoot - Google Classroom - Planbook - Discovery Education - Best Practices Toolkit
s will be taken to fully implement the effort to reach the identified goal?	The current available resources will be implemented in teacher instruction. Teachers will utilize summative and formative assessments to monitor the students' overall abilities and skills in the areas of informational and literary texts. Formative and summative assessments include the following: exit slips, work samples, selection tests, benchmarks, short writing pieces, Socratic seminars, philosophical chair debates, and developed writing pieces. The results collected by teachers from these assessments can be utilized for reteaching and flex grouping purposes.
mplementation be monitored to	Students will be informally and formally monitored in ELA classes on skills and

identified goal?	comprehension. Grade 6 will pilot flex grouping students for reinforcement of skill and to improve their current reading ability this year. The ELA teachers will administer the Reading Inventory at the beginning of the year, mid year and the end of the year. The growth will be shared with the ELA teachers by the School Improvement Specialist.

b. **To Be Completed when 2019 PARCC data is available**

● Based on the implementation outcome (s), has the identified goal been reached?
● If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for ELA.**
   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

13	
Principle/Mode	**Representation – This is how the teacher presents the information.**
s of Representation: *ing the learner s ways of acquiring ation and knowledge.*	Braddock will utilize: ● Graphic organizers ● Concept mapping ● Writing templates ● laptop computers ● SmartBoards ● Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken

	language
	● Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge (examples Frayer Model/LINCS)
	● Highlight how complex terms and expressions are composed of simpler words or symbols
	● Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, anchor charts, or diagrams
	● Chunk information into smaller elements
s for Expressions: *ing the learner tives for strating their edge and skills (what ow).*	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Braddock will allow students to demonstrate their knowledge using: ● Think alouds ● Provide differentiated feedback ● Essential questions ● Oral presentation ● Assessments ● Provide Text-To-Speech software (voice recognition), human dictation, recording ● Provide spell checkers, grammar checkers, word prediction software ● Provide sentence starters ● 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, dance/movement, visual art, sculpture 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. ● Use social media and interactive web tools (e.g., discussion forums, chats, web design, annotation tools, storyboards, comic strips, animation presentations)
s for Engagement:	**Multiple Options for Engagement**

o learners interests, *ige them* *riately, and motivate* *o learn.*	Braddock will use background knowledge, subjectivity, personal relevance and culture to engage or inspire students to take control of their education. ● 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.)

B. MATHEMATICS

1. Math Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015						2016						2017						2018					
	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5
		#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%

	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%
	185	70	37.8	35	18.9	67	36.3	216	84	38.9	63	29.2	69	31.9	175	59	33.7	52	29.7	64	36.6	214	88	41.1	73	34.1	53	24.8
n or	≤10	≤10	100	≤10	100	≤10	0	≤10	≤10	100	≤10	0	≤10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	≤10	≤10	0	≤10	0	≤10	50	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	25	≤10	75
	≤10	≤10	80	≤10	20	≤10	0	≤10	≤10	71.4	≤10	14.3	≤10	14.3	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	37.5	≤10	62.5	≤10	0
o of	≤10	≤10	0	≤10	0	≤10	0	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	25	≤10	25	≤10	50	≤10	≤10	20	≤10	60	≤10	20
or nder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	0	0	0	≤10	100
	164	61	37.2	30	18.3	62	37.8	206	78	37.8	62	30.1	66	32	151	47	31.1	46	30.5	58	38.4	177	74	41.8	57	32.2	46	26
ces	11	4	36.4	3	27.3	4	36.4	0	0	0	0	0	0	0	15	8	53.3	5	33.3	2	13.3	19	10	52.6	7	36.8	2	10.5
on	35	33	94.3	14	40	1	2.9	28	22	78.6	5	17.9	1	3.6	22	17	77.3	2	9.1	3	13.6	29	21	72.4	7	24.1	1	3.4
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0	0	0	0	0	0
	98	53	54.1	27	27.6	18	18.3	128	61	47.7	38	29.7	29	22.7	94	47	50.0	28	29.8	19	20.2	115	55	47.8	40	34.8	20	17.4
	85	25	29.4	14	16.5	34	40	119	48	40.3	35	29.4	36	30.3	88	32	36.4	23	26.1	33	37.5	92	37	40.2	32	34.8	23	25

100	45	45	21	21	33	33	97	36	37.1	28	28.9	33	34	87	27	31.0	29	33.3	31	35.6	122	51	41.8	41	33.6	30	24.6

	2015						2016						2017						2018								
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	184	73	39.7	72	39.1	39	21.2	184	67	36.4	46	25	71	38.6	202	61	30.2	84	41.6	57	28.2	166	46	27.7	46	27.7	74	44.6
or	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	100	≤10	0	≤10	0.0	0	0	0	0	0	0	0
	≤10	≤10	0	≤10	33.3	≤10	66.6	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	0	≤10	100
	≤10	≤10	83.3	≤10	16.7	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	60	≤10	40	≤10	0	≤10	≤10	100	0	0	0	0
of	≤10	≤10	40	≤10	40	≤10	20	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	0	≤10	0	≤10	1.0	≤10	≤10	0.0	≤10	33.3	≤10	66.7
or nder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	160	62	38.8	63	39.4	35	21.9	175	62	35.4	45	25.7	68	38.9	183	51	27.9	79	43.2	53	29.0	145	38	26.2	41	28.3	66	45.5
es	≤10	≤10	44.4	≤10	44.4	≤10	11.1	0	0	0	0	0	0	0	11	6	54.5	3	27.3	2.0	18.2	13	4	30.8	4	30.8	5	38.5
n	20	18	90	2	10	0	0	35	31	88.5	5	5.7	2	5.7	19	15	78.9	3	15.8	1.0	5.3	18	12	66.7	5	27.8	1	5.6
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0	0	0

eals																											
88	45	51.1	35	39.8	8	9.1	96	49	51	27	28.1	20	20.8	106	45	42.5	39	36.8	22	20.8	79	37	46.8	22	27.8	20	25.3
89	32	36	36	40.4	21	23.6	83	19	22.8	27	28.9	40	48.2	110	35	31.8	46	41.8	29	26.4	85	26	30.6	23	27.1	36	42.4
95	41	137.6	36	37.9	18	18.9	101	48	47.5	22	21.8	31	30.7	92	26	28.3	38	41.3	28	30.4	81	20	24.7	23	28.4	38	46.9

	2015						2016						2017						2018					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	84	54	64.3	26	31	4	4.8	141	84	59.6	42	29.8	15	10.6	116	69	59.5	33	28.4	14	12.1	121	67	55.4	32	26.4	22	18.2
n or	0	0	0	0	0	0	0	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	100	≤10	0	≤10	0	0	0	0	0	0	0	0
	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	≤10	≤10	60	≤10	40	≤10	0	≤10	≤10	85.8	≤10	14.3	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	71.4	≤10	0.0	≤10	30
of	≤10	≤10	66.7	≤10	33.3	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	100	≤10	0.0	≤10	0.0
n or ander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	74	49	66.2	22	29.7	3	4.1	129	75	58.2	39	30.2	15	11.6	101	57	56.4	30	29.7	14	13.9	107	57	53.3	30	28.0	20	20
ces	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0	0	7	≤10	71.4	≤10	28.6	≤10	0.0	≤10	≤10	66.7	≤10	33.3	≤10	0.0
on	11	10	90.9	1	9.1	0	0	19	15	79	3	15.8	1	5.3	30	28	93.3	2	6.7	0	0.0	19	16	84.2	3	15.8	0	0.0

42

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Meals 58	41	60.7	14	24.1	3	5.2	85	53	62.4	26	30.6	6	7.1	77	49	63.6	21	27.3	7	9.1	71	45	63.4	16	22.5	10	10
43	28	65.2	14	32.6	1	2.3	64	36	56.2	22	34.4	6	9.4	47	23	48.9	16	34.0	8	17.0	65	37	56.9	14	21.5	14	20
41	26	63.4	12	29.3	3	7.3	77	48	62.4	20	26	9	11.7	69	46	66.7	17	24.6	6	8.7	56	30	53.6	18	32.1	8	10

	2015						2016						2017						2018					
	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5	Total #	Level 1 or 2		Level 3		Level 4 or 5
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%
	88	12	13.6	11	12.5	49	55.7	59	0	0	8	13.6	51	86.5	77	2	2.6	10	13.0	65	84.4	85	0	0	6	7.1	79	92.9
n or	0	0	0	0	0	≤10	0	0	≤10	0	0	0	≤10	0	0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0
	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	0.0	≤10	100	≤10	≤10	0	≤10	0	≤10	100
	≤10	≤10	0	≤10	0	≤10	0	0	≤10	0	0	0	≤10	0	0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0
of	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	50	≤10	50	0	0	0.0	0	0.0	0	0.0	≤10	≤10	0	≤10	0	≤10	100
or nder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0

80	12	15.1	11	13.8	43	53.8	55	0	0	7	12.7	48	87.3	70	2	2.9	9	12.9	59	84.3	78	0	0	6	7.7	72	92.3
ces ≤10	≤10	0	≤10	0	≤10	100	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	25.0	≤10	75.0	≤10	≤10	0	≤10	0	≤10	100
on ≤10	≤10	0	≤10	0	≤10	100	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	0.0	≤10	100	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0
23	1	4.3	1	4.3	11	47.8	11	0	0	2	18.2	9	81.8	23	1	4.3	6	26.1	16	69.6	34	0	0	1	2.9	33	97.1
46	7	15.2	7	15.2	22	47.9	34	0	0	5	14.7	29	85.3	44	1	2.3	9	20.5	34	77.3	47	0	0	4	8.5	43	91.5
42	5	11.9	4	9.5	27	64.2	25	0	0	3	12	22	88	33	1	3.0	1	3.0	31	93.9	38	0	0	2	5.3	36	94.7

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas.**
   Include FARMS, SE and other selected focus subgroups in your analysis.

alyze Data Results and Strategy Implementation from 2017-2018 SIP.

re the identified goal(s) met? If so, how will the goal be sustained?
- Braddock was able to reduce the achievement gap from FARMS and Non-FARMS by 6%. In order to sustain or to have continued growth, we must provide teachers and students more resources from low performing standards.
- The IEP group achievement gap has been increased by over 6%.

scribe the gains made in focus areas.
- Braddock math scores increased overall by 3.8%.
- Braddock FARMS scores increased by 6%.
- Math 8 scores increased 8%.
- All of 8th grade FARMS increased by 17%
- Math 7 scores increased by 16%.
- Math 7 FARMS increased by 5%.

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ed on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
- ○ SmartBoard activities proved most effective in the math 8 curriculum. The SmartBoard activities provided students will guided lessons and multiple means of representation.
- ○ SmartPal, white boards and oral representations also helped math 7, math 8 and algebra 1 students.

ablish Focus Areas

e The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
termine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
plement data from the DMRS in the Goal Planning Process.

e the ACPS Goal Planning Process
ase include the following:
- What is the issue?
  - ○ Students in math 6 scored lower than the average student in the district.
  - ○ Braddock scored below the district in most content standards.
  - ○ Math 6 students struggled with modeling and reasoning, number system, and equation and expression questions.
- What data support the need for a resolution to the identified issue?
  - ○ Math 6 students have a pass rate of 24%.
  - ○ Math 6 FARMS have a pass rate of 17%.
  - ○ The evidence statements show Braddock math 6 as performing below 40% on 37 different standards.
    - ■ 8 Modeling and Reasoning
    - ■ 11 Number System
    - ■ 7 Equations and Expressions
    - ■ Of the poor performing questions, 29 question were type I.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  - ○ Our goal at Braddock does align with ACPS because we are trying to close the achievement gap and increase the number of students who are proficient in mathematics as measured by the PARCC assessment.

- What is currently preventing the identified goal from being attained?
  - Full understanding of the common core curriculum
  - Teachers need to be provided more resources that pertain to modeling and reasoning standards.
- What outcome(s) will determine the identified goal has been met?
  - In order to identify our goal has been met, Braddock math 6 scores must increase and the math 7 students must show improvement from last school year.
  - Braddock will use mathematics inventory assessments and benchmarks to have ongoing data to determine student growth.
- What resources are not currently available to meet the identified goal?
  - ACPS utilizes the MD Common Core standards and has an alignment document that lists various resources. However, we lack a viable math curriculum for each grade.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  - The math improvement specialist will provide math 6 and 7 teachers more resources pertaining to modeling and reasoning standards. Teachers will implement one modeling and reasoning activity weekly.
  - Co-curricular time will be math focused for all students that are not in a reading intervention. Math skills will be spiraled throughout the year.
  - The afterschool program has 2 math teachers on staff to support targeted students enrolled in the program.
  - Three teachers are piloting Illustrative Math which is a problem based curriculum designed to develop math reasoning skills and foster discussions led by students.
  - The math improvement specialist will model lessons in grade 6.
  - Teachers will make real-life connections to math problem solving skills to demonstrate the applicability to real life situations for students.
  - Special educators will co-plan and co-teach with math instructors. They will work in tandem to develop specially designed instruction to meet the needs of ALL learners.
- How will implementation be monitored to reach the identified goal?
  - Braddock will monitor goals by using teacher feedback from class, benchmark tests, and the Mathematics Inventory.

○ We will create a school designed PARCC-like assessment to monitor student needs and to develop leading data that can inform instruction.

Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for MATH.**

   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

15	
Principle/Mode	**Representation –How the teacher presents the information.**
s of Representation: *ing the learner s ways of acquiring ation 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 - GRR model of teaching
s for Expressions: *ing the learner tives for strating their dge and skills (what ow).*	**Expression/Action- How the students demonstrates 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

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for Engagement:	**Multiple Options for Engagement**
o learners interests, *ge them* *riately, and motivate* *o learn.*	Optimize individual choice and autonomy - student self-selected
	Foster collaboration and community - GRR model of teaching
	Increase mastery-oriented feedback - specific feedback related to the concept

C. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

ministrative Leadership

NCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline dence (See SLO rubric)

A. Principal SLO 1

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

This SLO will focus on the Grade 6 ELA, specifically, the special education population but also all students that are below grade level on the Reading Inventory.

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

The special education subgroup in grades 6, 7, and 8 have performed significantly below the aggregate for each grade. After examining the ELA program at Braddock, it became evident that class instruction was solely focused on Tier I utilizing grade level text. There is an instructional mismatch for special education students. As a pilot, the grade 6 team will redesign the ELA 76-minute block to include Tier I instruction for all with the addition of Tier II flexible groups that allow students to interact with text at their instructional level.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
Our goal planning process unveiled the lack of intentional, differentiated instruction in the ELA classroom. Using pre-assessment data related to foundational skills (RI), the 6th grade teachers will work collaboratively with administrators, special educators, special education specialists, and our ELA specialist to design instruction to be delivered to the targeted students daily during a 30-minute flex group block.

Describe what evidence will be used to determine student growth for the SLO.
We will use the Reading Inventory as baseline, progress monitoring, and year end data. According to RI staff, 100 points is considered a year of growth. Each student will have a goals of 150 points growth from his/her baseline score.

B. **Principal SLO 2**

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus for SLO 2 is Grade 6 math. Trend data at Braddock exposes low PARCC scores in grade 6 math. In 2017-18, only 24% of grade 6 students passes the PARCC exam. This score is below the county, state, and cross state average. After digging deeper into the grade 6 data, we discovered that students scored poorly on type 2 and 3 questions.

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

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Using Engrade and the bank of PARCC grade 6 questions, we created a PARCC-like exam to give as a pretest in September. This data unveiled a need for more instruction with math problem solving and application questions. The students scores on the pretest will serve as baseline data. Student goals will be set using the "half-the-gap" model.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
This SLO is directly aligned with our math focus area on the SIP.

Describe what evidence will be used to determine student growth for the SLO.
The school-made assessment will be used to monitor this SLO but also to serve as a leading indicator for PARCC that can be used to inform instruction.

JLTI-TIERED SYSTEM OF SUPPORT

:lude a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make sure to ur goal planning process to show the integration and linkage between your goal planning process and your rities.

d upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

r opening Leadership Team meeting we rated each indicator on the MTSS Practice Profile. As a team, we decided to reas within Tier I where we were not at full implementation (score of 2). The priorities for the 2018-19 school year are the "Collaborative Teams & Data Based Decision-Making" domain. As a team, we rated ourselves a 0 (zero) on 2 of the components: 1) grade level and specialized educators work in teams to monitor students progress and to plan academic n and intervention strategies across levels of need and 2) relevant school teams use Tier I, Tier II, and Tier III student lata in combination with fidelity data to assess/adapt Tier I, Tier II, and Tier III support practices. We scored ourselves

50

on the other essential component: grade level and specialized educators work in teams to monitor student progress and behavior instruction and intervention strategies across levels of need.

How will the priority/ priorities be addressed?

Through our work with MCIE, we will be able to increase our rank of 0 or 1 on each of the indicators to move toward full implementation. We will be focusing on redesigning weekly grade level team meetings to include a more focused concentration on student data (formative and summative) and how to use this data in a coplanning style to inform instruction. 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, accomodations, class structure, level of support etc.

What district support is needed to address your priority/priorities?

As we begin the work as a new school in the MCIE cohort, Braddock will need support in the form of professional learning and a budget for substitutes/stipends.

SITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, proach method adopted by the State Board to:

Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
Improve the link between research –validated practices and the environments in which teaching and learning occur.

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

k has had PBIS strategies in place since 2000-2001. The school established three school rules of "Be Here, Be Respectful, Be sible" to support our core values of "Braddock BLUE (Braddock Leads with Unstoppable Excellence)". There is an established PBIS team ludes grade level representatives, special educator, behavior specialist, guidance, administration and coach. The team meets biweekly. ool year we had an initial school PBIS refresher day for staff members. We are continuing to acknowledge positive behavior with k Bucks that students can use to buy lunchtime treats or spend at the school store and Positive Referrals.   The behavior matrix and ules are posted throughout the whole school and are used to teach PBIS lessons during the year.

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

ult of our SRSS data collected in October, there are now students involved in Check-In/Check-out; a modified Check-In/Check-Out n where specific goals are set for each child and there are individual coaches; also some students are paired with mentors. The school ors meet with identified students and groups of students to address anger issues, Social Skills and other topics designed to meet student ndividually or in small groups. All staff were trained in Tier II strategies and interventions through a presentation produced by ACPS BIT. e created a special homeroom designed to give at-risk students a positive, supportive environment to begin the day.

: Non-Title I Schools
l Community Engagement

Parent/Community Involvement Needs

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

ze that school, family, and community partnerships have a positive effect on student success. Braddock is working to create and increase
community engagement opportunities. In past years, activities designed to engage families and the community have been minimal. As a
ol, we face unique challenges when partnering with families and the community that may not have been present in an elementary
ddle school teachers generally teach many more students than elementary teachers. This can make it more difficult to build meaningful
s with families. This year, we are planning to design activities and events that will increase engagement and create mutual responsibility
s' academic success. Areas that will be a focus are: attendance, data sharing, and bullying.

Parent Advisory Committee 2018 - 2019

Name	Position
Tammy Fraley	PAC
Eleanor Madden	Leadership Team Parent
Heather Femi	Parent
Molly Stewart	Principal
Laura Holland	Assistant Principal
Shawn Swisher	Assistant Principal
Tim Murphy	Counselor
Chase Crislip	Grade 8 Teacher/Student Council Advisor
Karissa Brandenburg	Grade 6 Teacher

Julie Bonnett	Grade 7 Teacher

le I Parent Involvement Plan

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

BRADDOCK MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

iddle School recognizes the importance of forming a strong partnership with parent/family and community members in order to
npact the students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and
members to join them in activities identified in the Action Plan as follows:

– Shared decision-making opportunities

– Opportunities to build and increase understanding, communication, and support between home and school

– Formal and informal evaluation of the effectiveness of parent/family engagement activities

– Activities that promote a positive environment of high expectations shared by home and school

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

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
ecision Making e parent involvement n is developed with ut from parents.	Parent representatives on Leadership Team 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 Eleanor Madden, Parent
; Parental Capacity ovide assistance to rents in understanding e State's academic ntent standards and dents academic hievement standards, d State and local ademic assessments. ovide materials and rent trainings/ rkshops to help parents prove their child's ademic achievement sure information is esented in a format d/or language parents n understand.	● Orientation Day ● Parent Conference Days ● Coffee with the Administrators ● Grade Level Team Parent Conferences ● Quarterly Newsletter ● Braddock Family/Community Facebook Page ● Our EL Teacher and Guidance Counselors reach out to parents of EL students to ensure they understand information being sent home. ● Our PPW, Project YES Coordinator, and	August, 2018 Oct., 2018 & Feb., 2019 Monthly As Needed Quarterly As Needed Ongoing	Tim Murphy Classroom Teachers Administrators Team Leaders Laura Holland Molly Stewart Counselors

	Guidance Counselors develop relationships with our underserved families to ensure they are aware of school events and to encourage attendance.	As Needed	Jenny Jackson, PPW Counselors Project YES Coordinator

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
the Effectiveness veness of the school's nvolvement activities will d.	The parent involvement plan will be reviewed at Coffee with the Administrators in the spring.	Dec., 2018	Molly Stewart
School Level Parent nt Initiatives Based pstein's Third Type nent: Volunteering	Parents are welcomed as volunteers at Braddock. Some 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	Ongoing	Counselors Classroom Teachers Administrators

o or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities

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ses. Please include a timeline for implementation.
: Create a Family and Community Facebook Page to make announcements, share information, and increase family awareness of
d events at Braddock. Timeline: August, 2018- ongoing

: Coffee with the Administrators: Starting in December, 2018, monthly morning meetings with a few agenda items but also an open
a for parents to give input, ask questions, and raise concerns. Timeline: December, 2018- monthly thereafter

✓.

al Community for Teachers and Staff- Standard 7
mes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a
ture of the school improvement effort. What school based professional learning will be/has been coordinated this year to
ur school's achievement gaps?

fessional Learning Title: Establishing Flex Groups in Grade 6 ELA

e (s): Beginning in November through the end of the year

ation and Time: Braddock-various

nded Audience: Grade 6 ELA teachers and Special Education Teacher

at changes are expected to occur in the classroom as a result of this professional learning?
students will have access to Tier I instruction. Identified students will have an opportunity to work in a flex group utilizing grade level text to
et the MDCCRS.

at knowledge and skills will the participants attain in this professional learning to make these changes happen?
: teachers will be able to develop a schedule for flex groups, plan for the group using researched based strategies, and assess and identify
dents to be in each group.

v will you measure the implementation of the the knowledge and skills in the classroom?

lementation will be observed during walkthroughs and by looking at a staff members planbook.

fessional Learning Title: MCIE Cohort Trainings (Coteaching, Coplanning, Collaboration, Specially Designed Instruction, Best Inclusive Practices, etc)

e (s):   Beginning in September, 2018 through the end of the year

ation and Time: Braddock- Various

nded Audience: Whole Staff

at changes are expected to occur in the classroom as a result of this professional learning?
ff will develop skills to plan for and deliver specially designed instruction that meets the needs of all learners in an inclusive setting.
mately, student needs will be met and all students will have access to Tier I instruction.

at knowledge and skills will the participants attain in this professional learning to make these changes happen?
lanning and Coteaching Models, Collaboration, Specially Designed Instruction, Best Inclusive Practices

v will you measure the implementation of the the knowledge and skills in the classroom?
lementation will be observed during walkthroughs and by looking at a staff members planbook.

nt Plan

will the plan be shared with the faculty and staff?

approved, the plan will be shared during a faculty meeting with the entire staff and reviewed at grade level team meetings as
ed. Additionally, the staff has had input via their LT rep during the development of the plan.

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

T will review the following data: Reading Inventory; Math Inventory; ELA and Math Benchmarks; SRSS Behavior Screener and SRSS ess Monitoring Tools; Office Discipline Referrals; and student and staff survey data . The data will initially be reviewed during grade data team meetings and the LT rep will bring a summary to LT.

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

T will use all data sources as measures of student learning success. Progress monitoring data will be reviewed every 3-6 weeks to e that student progress is on target to meet or exceed the goal. If progress is not on target, the instructional plan will be revised. sources will inform instruction as often as possible. Our goal is to have leading data that can provide us with quality indicators of nt achievement that can be used to inform instruction.

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

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

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

lan will be shared at parent activities throughout the school year including the monthly Coffee with the Administration meeting. ghts will be shared on the Braddock Facebook page. Parents will be invited to review and comment on the SIP.

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

tments to instructional activities, groupings, staff scheduling, and other elements of instruction will be made as needed. The SIP is a in progress. SIP revisions will be shared during a faculty meeting and/or grade level team meetings. Revisions will be shared with ts and community members during the monthly Coffee with the Administration meeting and on the Braddock Facebook page.

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

ICIE liaisons (Kathy Eirich and Tiffany Mock) will provide assistance by attending LEADERSHIP TEAM meetings. They will also provide ort by collecting and compiling data for analysis and milestones charts. The math specialist will work with classroom teachers as ed to offer differentiated instruction, to provide input in the math component of the plan, to provide feedback on student work,

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o provide staff development opportunities. The reading specialist will also provide support by offering differentiated instruction iques, input on the reading component of the plan, and provide feedback on reading milestone data.

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

mber-November, 2018: Data Analysis and Plan Development

mber 28, 2018- Submit Plan

mber, 2018- SIP Review

ry, 2019- Complete edits or adjustments to the plan

ry, 2019- Share SIP at faculty meeting

ry, 2019- Send home SIP highlights to parents; share on Facebook

IP will be monitored at all LT meetings which are held monthly. Additionally, the plan will be monitored as appropriate at weekly eetings and weekly grade level team meetings throughout the year.

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

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nt and Sign)	Affiliation/Title	
wart	Principal	*Holly Stewart*
land	Assistant Principal	*Laura E Holland*
visher	Assistant Principal	*Shawn Swisher*
phy	Guidance Counselor	*To3by*
ire	Guidance Counselor	*L Allen*
Madden	Parent Representative	*Jeaner Madden*
ratton	Student Council President- LT Rep	*Cayden Bratton*
cKenney	ELA SIS	*Ericka McKenney*
ms	Math SIS	*Tony Burns*
Nash	Grade 6 Team Leader	
randenburg	Grade 6 Team Leader	*Karissa Brandenburg*
or	Grade 6/7 Teacher	
nett	Grade 7 Team Leader	*Julie Bonett*
rt	Grade 7 Team Leader	*Ray Short*
Goodwin	Grade 7 Teacher	*Colleen Goodwin*
os	Grade 8 Team Leader	*Ally Eagles*
Engle	Grade 8 Team Leader	*Jenny Engle*
Villingham	CA Team Leader	*Baden Willingham*
Highland	CA Team Leader	*Barbara Highland*
Mock	Special Ed Specialist/MOIE Coach	*Tiffany Mock*
rich	Special Ed Specialist	