

Part	Table of Contents	Page
	Title Page	
I	Integrated Educational Framework	1
II	School Demographics	9
III	Administrative Leadership	12
IV	Academic Progress	16
V	Multi-tiered Systems of Support	34 & 50
VI	Early Learning	N/A
VII	Attendance	35
VIII	Habitual Truancy	37
IX	Graduation and Dropout Rates	38
X	School Safety/ Suspensions	39
XI	Positive Behavioral Intervention & Supports or Behavior Management Systems	39
XII	Family and Community Engagement; Non-Title I	41
XIII	Family and Community Engagement; Title I	45
XIV	Professional Community for Teachers and Staff	45
XV	Inclusive Policy Structure and Practice	47
XVI	Management Plan	48
XVII	Title I Components (Title I Schools Only) – Separate Document	
XVIII	Title I Evaluation (Title I Schools Only) – Separate Document	

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

UNIFIED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

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

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

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Vision

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

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

Core Values

Braddock Middle School believes:

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

November 2017

**Allegheny County Public Schools
2017 – 2018 School Improvement Plan**

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

Print and Sign)	Affiliation/Title
arter <i>Danny Carter</i>	Principal
olland <i>Rama E. Hellard</i>	Assistant Principal
y Reynard <i>Stephen Reynard</i>	School Improvement Specialist
rns <i>Tommy Burns</i>	School Improvement Specialist
'os <i>Ally Egnos</i>	Science Teacher
baugh <i>K. Haubaug</i>	Special Education
mpson <i>K. [unclear]</i>	MTSS Committee
wisher <i>Shawn Swish</i>	Assistant Principal
rt <i>Raymond Short</i>	After School Coordinator Teacher
kire <i>Laura Alb</i>	Guidance/PBIS Team
Murphy <i>T. [unclear]</i>	Guidance
eBlock <i>Bryan DeBlock</i>	Parent Representative
Madden <i>Jeanne Malben</i>	Parent Representative
oulden <i>John Moulden</i>	Community Representative

Allegany County Public Schools 2017 – 2018 School Improvement Plan

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

The vision statement, mission statement and core values for Braddock Middle School are posted on the school website through the Allegany County Board of Education where it is accessible to all students, parents, and community stakeholders. For the 2017-2018 school year, the vision statement, mission statement, and core values are part of the School Improvement Plan which is written by a cross section of teachers from varied content areas and across all grade levels. This same team of teachers or School Improvement Team, reviewed and discussed the vision statement, mission statement and core values for relevance and pertinence for the 2017-2018 School Improvement Plan.

The School Improvement Plan contains input from the faculty and is submitted to the Allegany County Board of Education for review and then presented in its entirety to the staff upon its completion. At that time, faculty members have the opportunity to review and discuss the plan with their team members. Teachers and faculty are encouraged to view the plan on the Google Drive at any time or as needed. The School Improvement Team will meet regularly to discuss the plan and revisit the vision for the school. Teachers will then share information and concerns with grade level teams. The varied teams will work together to ensure that the vision for Braddock Middle School is made meaningful and all involved.

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

Members of the School Improvement Team reviewed and discussed the vision for Braddock Middle School during the team's completion of the 2017-2018 School Improvement Plan. Various team members met at different times throughout December and January of the 2017-2018 school year to work on various sections of the plan.

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?

The School Improvement Team did not change the mission statement or vision statement for Braddock Middle School. The faculty at Braddock Middle School will continue to work with parents and community stakeholders to provide a safe and orderly environment where all students can be successful and achieve to their greatest abilities. Programs and curriculums will be provided, and students' needs will be met in order for students to thrive and grow academically, socially, and emotionally.

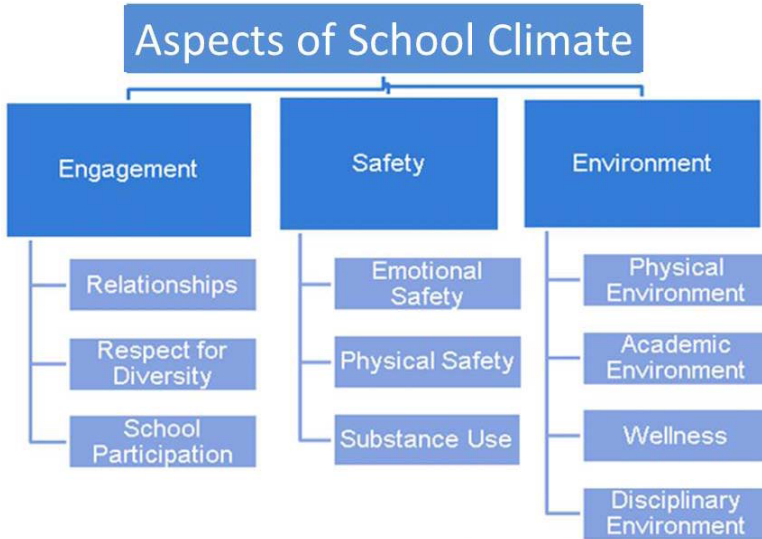
Culture, Climate, and Inclusive Community

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

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

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences life. School climate refers to a school’s social, physical, and academic environment. How does it make people feel? Safe? Welcome? Connected?



**U.S. Department of Education’s
Safe and Supportive Schools Model**

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

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student 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 have the right to educational environments that are:

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

narrative or bulleted form, address your school's **climate, culture, and inclusive community**. (Refer to Professional Standards for Educational Leaders- Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

Braddock Middle School staff members work hard to encompass all the aspects of a positive school culture. Braddock is a PBIS school that focuses on principles of positive behavior and positive rewards. We encourage our students to "Be Here, Be Respectful," and "Be Responsible." Under these principles students are rewarded for their positive behaviors. Students are able to use their positive rewards for "Monday Sundae, Tuesday Pickles, the School Store, school dances, as well as many other positive rewards. Volunteers are a big part of Braddock's success. These programs are successful due to the many volunteers who support them. The PBIS guidelines allow students to be part of an optimal learning experience and a safe and orderly environment. Administrators write schedules and maintain a safe order to allow students to experience a curriculum free of distractions. Teachers present rigorous lessons based on CCSS to prepare students to be successful in their future. Individual accomplishments of students are recognized and celebrated through programs such as Shining Stars, MathCounts, drama club, choral and band programs, and physical education programs. Braddock Middle School staff work with students to help them achieve and to make the college and career path.

How are paraeducators (IAs) utilized in your school?

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

Paraeducators work closely with teachers to provide for the needs of all students, especially students with special needs. Paraeducators at Braddock Middle School work with special education students to support their learning, provide accommodations, and modify curriculum as necessary. Paraeducators ensure that the needs of students are met while making sure that learning is accessible yet challenging. Paraeducators collaborate with teachers to support the needs of students and to help provide instruction that is rigorous, purposeful, and engaging.

How do IAs provide support for students with and without disabilities?

Paraeducators at Braddock Middle School work with students to meet their educational needs and goals and to provide them with the support that leads to success. These important individuals work closely with teachers to maintain student success in the classroom. When working with students with disabilities, paraeducators modify instruction, provide accommodations, and assist with student learning as needed. In supporting students with and without disabilities in the classroom, Braddock Middle School's Therapeutic Intervention Program is run by a special education paraeducator. Additionally, she records data for attendance and keeps track of attendance on a school based system. She also makes phone calls to parents and maintains attendance records.

What are IA responsibilities at your school?

IAs at Braddock work closely with both general and special educators to provide educational support for students in inclusion classrooms. They collaborate with other educators to provide accommodations and modify instructions as necessary for student achievement.

Have you created a schedule that allows IA collaboration with teachers?

IAs at Braddock Middle School work with other educators to meet the educational needs of the students. Teachers and IAs meet in grade level teams to plan and discuss strategies for students success.

Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they are responsible for instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Teachers and IAs at Braddock Middle School work collaboratively to meet the educational needs of the students. Teachers and IAs work in grade level teams to plan and discuss strategies for students success.

Provide an example (s) of how your school engages students of all abilities with each other.

Teachers utilize a variety of strategies and educational practices to meet the needs of all students. Teachers at Braddock Middle School utilize strategies from the Gradual Release Model as well as UDL and flexible groupings to ensure student achievement. Students working through the Gradual Release Model are given many varied opportunities to work with peers on a variety of topics, in all classes, and utilize many different and varied learning activities.

What professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students?

Teachers and IAs at Braddock Middle School work collaboratively to meet the needs of the students. They utilize team planning and collaborate and make educational decisions for their classrooms. Students and IAs look at student data to drive instruction and to not only support students, but also to challenge them to achieve. Educators at Braddock utilize best practices such as UDL and The Gradual Release Model to assist with student achievement. Additional training on educational practices and Best Practices to assist in better meeting the needs of students is always embraced and the practices utilized by the educators at Braddock. Providing for the needs of the students is a priority at Braddock, therefore, additional training on meeting the needs of students is always considered beneficial. Based on data from the PARC assessment, professional development experiences in increasing student achievement for struggling learners could be beneficial for teachers in their efforts to help students achieve.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

**Part II
I. DEMOGRAPHICS**

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

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

Table 2

Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data
Percentage of faculty who are:	100%	100%	100%	
• Certified to teach in assigned area(s)	0	0	0	100%
• Not certified to teach in assigned area(s)				0

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

For those not certified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building	13	14	15	16
Teacher Average Daily Attendance	94.0	94.9	95.5	

Student Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	20	18	21
White	539	519	522
Asian	≤10	≤10	≤10
Two or More Races	32	23	42
Special Education	90	84	68
LEP	n/a	n/a	n/a
Males	306	298	301
Females	277	277	291
Total Enrollment (Males + Females)	601	575	592

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

FARMS RATE	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31	49.03% As of Oct.31, 2014	51.19% As of Oct.31, 2015	53.01% As of Oct. 31, 2016

Special Education Data 2017-2018 School Year (As of September 30, 2017)

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	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	31	14 Autism	≤10
04 Speech/Language Impaired	≤10	09 Specific Learning Disability	17	15 Developmental Delay	0
05 Visual Impairment	0	10 Multiple Disabilities	≤10		

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

**Part III
ADMINISTRATIVE LEADERSHIP**

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

The principal at Braddock Middle School serves an important role as administrator and instructional leader. Based on student data, the principal provides focused professional development that is aligned with the school's needs, based on student data, and connected with school improvement. He ensures that teachers have many opportunities to collaborate and plan as well as being an educational leader for teachers. The principal creates a schedule that allows for student achievement and maximizes instruction. Additionally, he maintains a safe and orderly environment for students to maximize student achievement. He also creates relationships between the school and parents and community members.

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

All members of the administration at Braddock Middle School are members of the School Improvement Team. Each administrator facilitates the completion of the plan and attend meetings during which data is disaggregated and educational initiatives are discussed.

How does your school improvement team (SIT) represent your entire school community, including parents/guardians?

The School Improvement Team at Braddock Middle School is comprised of members of the many different content areas, administrators, specialists, and special educators. In addition to the school personnel, parents and community members help to comprise a well-rounded team of individuals who can work collaboratively for the good of the school, its students, and the community.

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

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

In addition to the School Improvement Team, teachers meet daily in grade level teams. Each team has a leader who collaborates with administration and with the School Improvement Team. Administrators attend these meetings on a regular basis. This allows for open dialogue between educators and administration which allows for educational decisions to be made based on the needs of the students and focused improvement for all students.

AL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evidence)

INCIPAL SLO 1

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

Braddock Middle School grade 8 students will show growth in reading informational text after participating in a unit of instruction from Holt McDougal Literature Book. Unit 8, Facts and Information, focuses on CCRS for reading informational text. Students will be assessed using the unit test version B/C from Holt McDougal that corresponds with the unit of study from the text. Student growth will be measured during the third marking period using the test from Holt McDougal test that corresponds with the unit of study version A.

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

Reading informational text is an integral part of the CCRS and the PARCC exam. Students are expected to be able to read and analyze different types of informational text. At the district level, school improvement specialists have worked with the ELA supervisor to disaggregate and analyze data and examine test results in order to drive instruction, to revise curriculum, and to place additional emphasis on reading informational texts. Based on the PARCC data for Braddock, students in grade 8 did not perform well on questions related to informational texts. Thirty-nine percent of the students who are currently in grade 8 scored in the "Below Expectations" range on their PARCC exam in grade 8. In light of this data, Braddock will pretest students prior to quarter 3 using the unit test from the textbook. During quarter 3 students will work on the textbook and receive instruction from unit 8 which is focused on the standards for informational text. Students will then be given a post-test using a different version of the same test.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

The School Improvement Plan sets goals to prepare 100% of students to be college and career ready by graduation. The Goal Planning Process drills down into the data to determine areas of need for students. Using the data from the Goal Planning Process allows administrators to create SLOs that will focus instruction on areas of student need based on data and pre and post test results. Analyzing the data allows educators to make additional informed decisions for the instruction of the students. The SLO for ELA is focused on grade 8 students who are assessed on Maryland's College and Career Readiness Standards and will be required to take the PARCC test during their eighth grade year.

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

Student progress will be monitored throughout the unit of instruction. Through the PARCC data management site, we can identify weaknesses. Based on student data, there will be a heavy focus on instruction and repetition of the standards for reading informational text. Standards RI 1-RI 9 address informational text instruction. After instruction, students will take a posttest to measure growth and academic achievement on the standards. Students obtaining their individual growth goal as set by the growth model will count toward attainment of the SLO.

INCIPAL SLO 2

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

Braddock Middle School (BMS) will show growth on the Math Inventory (MI). The long term goal for selecting this group is to increase the percent of students who will pass the PARCC exam. We believe there is a strong correlation between the MI and the PARCC Math assessment. Analyzing last year's data, 61.11% of 6th graders scored a 3 or higher on PARCC assessment. There were 58.02% of the students who were successful on the MI. While comparing PARCC and MI, there is over an 80% correlation between the assessments; therefore, 80% of the time we can predict accurate results for PARCC.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

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

The last three years, the math 6 pass rate has been 36.22%, 31.63% and 37.65%. With a focus on college and career readiness, Middle School will evaluate students on their performance on the MI. The baseline data will be collected from the pre-test score of the MI assessment.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

The SLO supports the Goal Planning Process by identifying students of all subgroups who did not achieve proficiency on the PA. The School Improvement Plan sets goals to prepare 100% of students to be college and career ready by graduation. The Goal Planning Process breaks down into the data to determine areas of need for students. Using the data from the Goal Planning Process allows administration to focus instruction on areas of student need based on data and pre and post test results. Analyzing the data and using the data management information allows educators to then make additional informed decisions for the instruction of the students. The SLO for 2017-2018 is based on grade 6 students who are being assessed on Maryland's College and Career Readiness Standards and will be required to take the MI assessment during their sixth grade year.

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

BMS will examine each student in Math 6 by analyzing his or her pre and post-test comparisons. Students will also be assessed on the MI. In order to determine student growth, BMS will use a growth model spreadsheet which compares students pre and post test results. Full attainment is at least 55% of students will score Basic on the MI, partial attainment is 40% to 54% of students will score Basic, and insufficient attainment is fewer than 40% of students scoring Basic.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

IV

AIC PROGRESS

remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their achievement and classroom practices. Schools in Allegany County are required to do the same.

your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.

What do you believe are the Root Cause (s) (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

Data for Braddock Middle Schools indicates that students in grades 6-8 score in the lower proficiency bands for the standards that pertain to the reading of informational texts. Even though the subscore distributions were very close to students across the district, percentages of students falling into the low proficiency bands was significant. Further disaggregation of the data to analyze scores for different subgroups, indicates that students in the special education subgroup also score similarly to others in the same subgroup district wide. The data for students in the African American Subgroup for Braddock has been suppressed due to the limited numbers of students per subgroup. Data for the FARMS subgroup shows that FARMS students at Braddock received scores falling into the lower proficiency bands. Again, scores were similar to their peers district wide but the numbers of students in the subgroup that scored in the lower proficiency bands for informational text for the school was significant. All three grades in the subgroup had roughly 50% of the students score in the lower proficiency band.

Describe the ACPS Goal Planning Process

- **What is the Issue?**

Students do not show achievement on the standards for the reading of informational text as measured by the PARCC exam.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

- What data support the need for a resolution to the identified issue?

Subgroup	Number of Students Scoring 1-3 on the Standards for Informational Text Grade 6	Number of Students Scoring 1-3 on the Standards for Informational Text Grade 7	Number of Students Scoring 1-3 on the Standards for Informational Text Grade 8
ARMS	75/94 total	80/106 total	83/100 total
African Americans	Data Suppressed to Protect Student Privacy	Data Suppressed to Protect Student Privacy	Data Suppressed to Protect Student Privacy
Special Education	20/24 total	23/23 total	32/33 total

- **Does the identified goal align with an initiative of the ACPS? 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 Plan and School Improvement Plans accordingly. On the school level, personnel also examines ways to improve the effectiveness of curriculum and delivery to improve student achievement. Teachers closely monitor student progress. Data is shared with Administration reports to the ACPS leaving the network of communication open and creating an environment conducive to meet the needs of all students.

- **What is currently preventing the identified goal from being attained?**

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Looking at Braddock's data, students do not show the achievement necessary to be successful with informational text as by the PARCC exam. ELA instruction currently contains novels with an informational focus, however, the actual skills necessary for informational texts need to be taught with greater emphasis. Teachers are currently in the process of incorporating the ELA text into the current curriculum. This should provide a more focused emphasis on the skills and standards. Students will be given additional opportunities to use the newly mastered ELA skills and they will be able to make comparisons between the novels and their text. All skills necessary for success on PARCC.

○ **What outcome(s) will determine the identified goal has been met?**

Student data on various assessments such as the Scholastic Reading Inventory, county benchmarks, classroom assessment data and the PARCC exam will be disaggregated to determine student performance and achievement.

○ **What resources are needed to meet the identified goal?**

The ACPS has many resources already in place to help students achieve on the PARCC exam. The ELA supervisor has been working with the PARCC data to determine areas of need for all students. As a result of this data, ELA teachers are utilizing the textbook to emphasize the standards and skills necessary for achievement in the reading of informational texts. Additionally, *Line* books have been purchased to supplement the current units of instruction at Braddock.

○ **What resources are currently available to meet the identified goal?**

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

Gradual Release of Responsibility and Universal Design for Learning strategies. This combination allows teachers to provide instruction in multiple ways and formatively assess as instruction occurs. Targeted instruction then addresses students with identified needs. Assessment data for underperforming subgroups will be constantly monitored to assist teachers in making informed decisions on the effectiveness of the targeted assistance strategies being used. School teams disaggregate data and make instructional decisions on how groups are determined for guided instruction within the classroom. Students who meet the criteria for reading intervention will be placed into Read 180. These students receive an additional 76 minutes of reading instruction beyond the core reading program. A county wide ELA curriculum based on the CCSS is in place in all middle schools.

○ **What resources are not currently available to meet the identified goal?**

Current curricular units for all grades in the middle school are aligned to the CCSS, however, the ELA supervisor is working with school improvement specialists to make changes to current curriculum based on data derived from the PARCC. These changes will have a clear focus on informational texts and skills prior to the PARCC test in the spring of 2018.

What steps will be taken to fully implement the plan in the effort to reach the identified goal?

School teams disaggregate data and make instructional decisions. Student progress is monitored by classroom teachers and grade level teams during team planning meetings. Teachers monitor student progress utilizing the Scholastic Reading Inventory Test multiple times during the school year. Additionally, progress is monitored with benchmarks, classroom assessments both informal and formal, and the PARCC assessment. Assessments will be both summative and formative. This data will be utilized to drive and modify instruction. Teacher and principal SLOs will also provide data that can be useful in working toward and obtaining the goal.

○ **How will implementation be monitored to reach the identified goal?**

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

At Braddock Middle School, the SLO for the principal has an ELA focus of reading informational texts. Grade 8 students pretested on the standards for information text and then taught from Unit 8 from *Literature* from Holt McDougal. Students will receive instruction on the standards and then post tested. School wide, students will be participating in the lessons for Unit 8 from the text with a focus on the standards for reading of informational text. The focus on the skills and standards for reading informational text will be during the third quarter and will be a school wide initiative.

Be Completed when 2018 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?

2. Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? Identify 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.

Principle/Mode	Representation – Process
<p>Principle of Representation: Presenting the learner various modes of acquiring information to ensure knowledge.</p>	<p>Braddock will utilize:</p> <ul style="list-style-type: none"> ● Graphic organizers, checklists ● laptop computers ● SmartBoards ● Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language ● Provide access to text-to-Speech software ● Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' existing and prior knowledge ● Highlight how complex terms, expressions, or equations are composed of simpler words or symbols ● Make explicit links between information provided in texts and any accompanying representation of information in illustrations, equations, charts, or diagrams

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

<p>Strategies for Expressions: <i>empowering the learner by providing multiple options and alternatives for demonstrating knowledge and skills they know).</i></p>	<p style="text-align: center;">Expression/Action- Product</p> <p>Braddock will allow students to demonstrate their knowledge using:</p> <ul style="list-style-type: none"> ● SmartPAL’s ● oral representation ● Assessments. ● Provide spell checkers, grammar checkers, word prediction software ● Provide Text-To-Speech software (voice recognition), human dictation, recording ● 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 ● 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.
<p>Strategies for Engagement: <i>tap into learners interests, differentiate instruction to engage them appropriately, and provide opportunities to motivate them to learn.</i></p>	<p style="text-align: center;">Multiple Options for Engagement</p> <p>Braddock will use background knowledge, subjectivity, personal relevance and culture to engage or inspire students to take control of their education.</p> <ul style="list-style-type: none"> ● Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily routines and transitions ● Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing of 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

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

- 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.)

3. 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 lowest performing subgroup students.

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

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

	2015								2016								2017							
	Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5				
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%					
ts	187	71	38	36	19.3	59	31.5	216	69	32	76	35.2	71	32.9	175	66	37.7	42	24	6				
Indian or ive	≤10	≤10	0	≤10	0	≤10	0	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0				

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	≤10	≤10	0	≤10	0	≤10	50	≤10	≤10	0	≤10	0	≤10	100	≤10	0	0	0	0	0
African American	≤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
Latino or Hispanic	≤10	≤10	50	≤10	50	≤10	0	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	50.0	≤10	0	≤10
Native American or Alaska Native		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other races	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	6
English Learners	11	2	18.2	2	18.2	6	54.5	0	0	0	0	0	0	0	15	10	66.7	2	13.3	0
Special Education	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	0
English Language Proficiency (LEP)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Standard Exceeded (RMS)	100	51	51	23	23	15	15	128	52	40.7	40	31.3	36	28.2	94	47	50	28	29.8	1
	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	4
	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	2

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	2015							2016							2017						
	Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
ts	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	7	
Indian or ive	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	0	≤10	0	≤	
	≤10	≤10	0	≤10	33.3	≤10	66.7	≤10	≤10	0	≤10	33.3	≤10	66.6	≤10	≤10	0	≤10	0	≤	
frican	≤10	≤10	83.3	≤10	16.7	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	40	≤10	40	≤	
atino	≤10	≤10	60	≤10	40	≤10	0	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	0	≤10	0	≤	
vaiian or Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	7	
re races	≤10	≤10	55.5	≤10	22.2	≤10	22.2	0	0	0	0	0	0	0	11	4	36.4	5	45.5	∞	
ucation	20	18	90	2	10	0	0	35	31	88.5	4	11.4	0	0	19	15	78.9	4	21.1	0	
glish (LEP)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

ced RMS)	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	2
	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	5
	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	2

	2015								2016								2017							
	Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		L %				
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%					
ts	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	6				
Indian or ive		0	0	0	0	0	0	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	0	≤10	100	≤				
	≤10	≤10	0	≤10	33.3	≤10	66.6	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	33.3	≤				
	≤10	≤10	57.2	≤10	28.6	≤10	14.3	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	100	≤10	0	≤				
atino	≤10	≤10	75	≤10	25	≤10	0	≤10	≤10	40	≤10	20	≤10	40	≤10	≤10	100	≤10	0	≤				
vaiian or Islander		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	6				

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

re races	≤10	≤10	0	≤10	25	≤10	75	0	0	0	0	0	0	0	11	5	45.5	1	9.1	:
ucation	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
nglish (LEP)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ced (RMS)	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	1
	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	4
	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	2

For your analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in your school.

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

Most students at Braddock Middle school are struggling with the rigor of the Common Core Curriculum. As a school, about 70% of students **are not** proficient in any of the four math categories. The four categories are:

Major Content

- All students -30% proficient
- IEP - 6% proficient
- FARMS - 21% proficient

Additional and Supplemental Content

- All students -35% proficient
- IEP - 3% proficient
- FARMS - 25% proficient

Pressing Mathematical Reasoning

- All students -30% proficient

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

- IEP - 7% proficient
- FARMS - 21% proficient
- Modeling and Application (30% proficient)
- All students -30% proficient
- IEP - 7% proficient
- FARMS - 20% proficient

Students with disabilities are performing much lower than the school average. Students with IEPs have over 90% **not proficient** with all categories. The achievement gap is greatest between the average student and a student with an IEP. The achievement gap between the average student and a FARMS student is about 9% for all categories. There is not enough data to analyze African American students.

Review the ACPS Goal Planning Process

- What is the Issue?
 - Many students are not fluent with basic multiplication or addition.
- What data support the need for a resolution to the identified issue?
 - Each student takes the Mathematics Inventory. The diagnostic assessment gives each student 10 questions in addition and multiplication to test fluency. In the 6th grade 37.7% of students are fluent with addition and 36.7% of students are fluent with multiplication. At the beginning of the year, Braddock assessed each 6th grade student with the Mathematics Inventory. The results show that about 30% of our students are considered proficient in mathematics. There are 70% of the proficient students who are also fluent in addition and multiplication.
 - There are 43 6th and 7th grade students with an IEP who were tested with fluency in addition and multiplication. There were 10 who were fluent in both and only 5 were proficient on PARCC.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
 - ACPS has focused on increasing the number of student proficient in mathematics. Building a strong foundation in mathematics with fluency would be aligned to ACPS goals.
- What is currently preventing the identified goal from being attained?
 - Many students are coming into middle school without being fluent with basic math.
 - The difficulty of balancing the curriculum with remediation of necessary skills.
- What outcome(s) will determine the identified goal has been met?

November 2017

**Allegheny County Public Schools
2017 – 2018 School Improvement Plan**

- The outcomes that will identify our goal as being met:
 - Increases on proficiency on PARCC
 - Increases on the number of mathematically fluent students in each grade.
- What resources are needed to meet the identified goal?
 - Well written daily lesson plans provided by ACPS would have teachers organize their lessons.
 - Reflex math is a great software which builds fluency skills.
- What resources are currently available to meet the identified goal?
 - Each math teacher has Ready Common Core books as supplemental material.
 - There are online practice test for each grade.
 - ACPS math department has provided teachers access to the Google Drive and Google Plus. The Google accounts provide resources for each standard from grades 6-8.
- What resources are not currently available to meet the identified goal?
 - Reflex math or fluency building software
 - Daily lesson plans
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
 - ACPS purchased Finish Line Common core workbooks for each math teacher.
 - ACPS has allowed Braddock to implement a basic curriculum for students who are performing well below their grade level. These students will not increase test scores immediately; however, these students will be provided a chance to build a stronger foundation in mathematics. In a few years, they will have a better chance to pass the Algebra I PARCC test.
- How will implementation be monitored to reach the identified goal?
 - Braddock will monitor students by reviewing benchmark scores, math inventory scores and PARCC scores.

Completed when 2018 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?

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goal? Provide 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.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Principle/Mode	Representation – Process
Principles of Representation: <i>Providing the learner various means of acquiring information and knowledge.</i>	Braddock will utilize SmartBoards, graphic organizers, laptop computers, text to speech software, after school tutoring, New Finish Line workbooks and testing software to provide students with multiple means of representation.
Principles for Expressions: <i>Providing the learner various opportunities for demonstrating knowledge and skills they know).</i>	Expression/Action- Product Braddock will allow students to demonstrate their knowledge using SmartPAL's, oral representation, assessment, written assignments, projects, and homework.
Principles for Engagement: <i>Engaging learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement Braddock will use background knowledge, subjectivity, personal relevance, and culture to engage or inspire students to take control of their education.

3. Mathematics Data Overview

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

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

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

Complete data charts using 2015, 2016, 2017 PARCC results.

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

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
ts		185	70	37.8	35	18.9	36.3	216	84	38.9	63	29.2	69	31.9	175	59	33.7	52	29.7	6	
Indian or ive		≤10	≤10	100	≤10	100	0	≤10	≤10	100	≤10	0	≤10	0	0	0	0	0	0	0	
		≤10	≤10	0	≤10	0	50	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	0	≤	
frican		≤10	≤10	80	≤10	20	0	≤10	≤10	71.4	≤10	14.3	≤10	14.3	≤10	≤10	100	≤10	0	≤	
atino of		≤10	≤10	0	≤10	0	0	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	25	≤10	25	≤	
vaiian or Islander		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
		164	61	37.2	30	18.3	37.8	206	78	37.8	62	30.1	66	32	151	47	31.1	46	30.5	5	
re races		11	4	36.4	3	27.3	36.4	0	0	0	0	0	0	0	15	8	53.3	5	33.3	∞	
ucation		35	33	94.3	14	40	2.9	28	22	78.6	5	17.9	1	3.6	22	17	77.3	2	9.1	∞	
glish (LEP)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ced RMS)		98	53	54.1	27	27.6	18.3	128	61	47.7	38	29.7	29	22.7	94	47	50.0	28	29.8	1	
		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	3
		100	45	45	21	21	33	33	97	36	37.1	28	28.9	33	34	87	27	31.0	29	33.3	3

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

7	2015							2016							2017						
	Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		L	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
ts	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	5	
Indian or ive	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	100	≤10	0	≤	
	≤10	≤10	0	≤10	33.3	≤10	66.6	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	0	≤	
frican	≤10	≤10	83.3	≤10	16.7	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	60	≤10	40	≤	
atino of	≤10	≤10	40	≤10	40	≤10	20	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	0	≤10	0	≤	
vaiian or fic	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	5	
re races	≤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	
ucation	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	
glish (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

ced RMS)	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	2
	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	2
	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	2

: 8	2015								2016								2017							
	Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		L 3				
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%					
ts	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	1				
Indian or ive	0	0	0	0	0	0	0	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	100	≤10	0	≤				
	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0				
frican	≤10	≤10	60	≤10	40	≤10	0	≤10	≤10	85.8	≤10	14.3	≤10	0	≤10	≤10	100	≤10	0	≤				
atino of	≤10	≤10	66.7	≤10	33.3	≤10	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	0	≤10	100	≤				
vaiian or Islander	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	1				

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

re races	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0	0	7	≤10	71.4	≤10	28.6	≤
ucation	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
glish (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ced (RMS)	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
	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
	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	0

: A 1	2015								2016								2017							
	Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Level 4 or 5		Total 1#	Level 1 or 2		Level 3		Total 1#				
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%					
ts	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	6				

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Indian or Al	0	0	0	0	0	≤10	0	0	≤10	0	0	0	≤10	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	≤
African	≤10	≤10	0	≤10	0	≤10	0	0	≤10	0	0	0	≤10	0	0	0	0.0	0	0.0	0
	≤10	≤10	0	≤10	0	≤10	0	0	≤10	0	0	0	≤10	0	0	0	0.0	0	0.0	0
Latino of	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	50	≤10	50	0	0	0.0	0	0.0	0
	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	50	≤10	50	0	0	0.0	0	0.0	0
Hawaiian or Islander	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	0.0	0	0.0	0
Other races	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	5
	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	5
Other races	≤10	≤10	0	≤10	0	≤10	100	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	25.0	≤
	≤10	≤10	0	≤10	0	≤10	100	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	25.0	≤
Education	≤10	≤10	0	≤10	0	≤10	100	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	0.0	≤
	≤10	≤10	0	≤10	0	≤10	100	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	0.0	≤
English (LEP)	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	0.0	0	0.0	0
Special (RMS)	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	1
	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	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	3
	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	3
	42	5	11.9	4	9.5	27	64.2	25	0	0	3	12	22	88	33	1	3.0	1	3.0	3
	42	5	11.9	4	9.5	27	64.2	25	0	0	3	12	22	88	33	1	3.0	1	3.0	3

Science section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

**N V
TIERED SYSTEM OF SUPPORT**

Include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to review your goal process to show the integration and linkage between your goal planning process and your MTSS priorities.

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

The results from the MTSS Practice Profile identified that our Tier II and Tier III interventions need further evaluation. We do not have an intervention, and we need to further develop our Tier II behavior intervention. Although we currently screen students through Project implemented the Girls Empowerment Program and the Man Cave Program, we do not have a screener to begin a behavioral intervention. Mr. Murphy, school guidance counselor, has begun The Gentlemen's Club, a club that is designed to work with male students and provide guidance on how to respond and conduct themselves appropriately. Although we do not have a formal Tier II intervention plan, we intend to establish this Tier II intervention in its place. Math and reading have Tier II interventions but the math intervention implementation is not completed. We are in our first year of a Tier III math intervention.

1. How will the priority/ priorities be addressed?

We will gather data from our current Tier II and III interventions. Then we will make a decision as to how the interventions are best implemented. Braddock will begin looking into a Tier II behavioral screener and Tier III Reading intervention.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

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

Braddock will need support for a fluency software program that will assist in implementing our Tier III Math Intervention. Braddock needs support on determining the best behavioral screener. We also need district support on determining a Tier III Reading Intervention.

ANNEX VII

ATTENDANCE

Table 12: School Progress Attendance Rate		All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N	
All Students	93.8	N	
Grade 6	94.3	Y	
Grade 7	94.0	Y	
Grade 8	93.0	Y	

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	94.4	94.4	93.8
Hispanic/Latino of any race	95	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Black or African American	91.1	92.5	90.3
Native Hawaiian or Other Pacific Islander	*	*	*
White	94.5	94.7	94.1
Two or more races	92.9	90.9	90.9
Special Education	93.7	94.2	92.8
Limited English Proficient (LEP)	*	*	*
Free/Reduced Meals (FARMS)	92.8	93.1	91.7

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

- Students in the FARMS subgroup did not meet the 94% attendance target by 2.3 percentage points.
- Students in the African American subgroup did not meet the 94% attendance target by 3.7 percentage points.
- Students in the Two or More Races subgroup did not meet the 94% attendance target by 3.1 percentage points.
- Students in grade 8 did not meet the 94% attendance target by 1.0 percentage points.
- Students in special education subgroup did not meet the 94% attendance target by 1.2 percentage points.
- Students in the all students subgroup did not meet the 94% attendance target by .2 percentage points.

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

The PBIS Team has been looking at the attendance data and has implemented several new initiatives this year to improve attendance prior to breaks or on half days. The first date in November, the girls volleyball team and the faculty had a volleyball game and school wide assembly. Prior to our early dismissal prior to the Christmas break, the PBIS team organized another recreational assembly, Minute to Win It. These assemblies were used to reward students who follow the PBIS rules and are present in school. There was a 3% increase in attendance for the half day prior to the Christmas break.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Additionally, the guidance counselors at Braddock are meeting individually with students who have issues with attendance. Once a student has an attendance issue, the counselor meets with the student and then if necessary, with the parents. Additionally, designated school monitors daily attendance and make phone calls home when students do not attend school.

SECTION VIII

HABITUAL TRUANCY

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

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

How many students were identified as habitual truants? For the 2017-2018 school year, the number of students who have exceeded absences unexcused is 85. When broken down into total numbers of unexcused absences, the numbers were reported as follows:

100% of identified students had 5-7 unexcused absences.

0% of identified students had 8-10 unexcused absences.

0% of identified students had 11-15 unexcused absences.

0% of identified students had 16-20 unexcused absences.

0% of identified students had 21-25 unexcused absences.

0% of identified students had 26+ absences.

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

In order to address students who are identified as habitual truant students, the following changes/adjustments have been implemented.

The Allegany County Public Schools System has implemented BlackBoard technology, which allows the system to call students who have been marked absent.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

rlene Fletcher calls every student on the absentee list and documents reasons parents may give for absenteeism.
e Braddock Pupil Service Team meets weekly to discuss students who are missing more than five days of school.
hool administration meets with students who have accumulated a certain amount of tardies/absences. If a students is truant with no ex
nsequences are given to the student followed by a phone call home to the parent.
hool PPW and Braddock administration hold school-based meetings with parents of students who have accumulated a certain number
sences.
hool PPW and school resource officer visit homes of students who refuse to come to school.
hool PPW charge the parent after 20 or more unexcused absences.

N IX

ATTENTION AND DROPOUT RATE (4-Year Cohort) – High Schools Only

N X

SAFETY – SUSPENSIONS

suspension – In school and out of school suspensions

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

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

Middle School had 14 In-School Suspensions and 101 Out-of-School Suspensions, for a total of 115 suspensions in the 2015-2016 school year. Middle had 26 In-School Suspensions and 110 Out-of-School Suspensions for a total of 136 suspensions in the 2016-2017 school year. In the 2015 - 2016 school year, 0 In-School Suspensions and 5 Out-of-School Suspensions were for sexual harassment/bullying, which is discipline code 407. Out of the 136 suspensions in the 2016-2017 school year, 6 in In School Suspensions and 1 Out-of-School Suspension were for sexual harassment/harassment/bullying, discipline code 407.

Implementing a proactive approach to hopefully reduce these numbers in the 2017-2018 school year. With the support of the administration, school counselor and guidance counselors, we aim to create a more positive atmosphere by recognizing positive behaviors with positive referrals. We have implemented guidance referrals for behaviors that may be addressed and resolved before a discipline referral occurs. In addition, we have implemented guidance referrals for behaviours that may be addressed and resolved.

IX

THE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach 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 all students can teach and students can learn; and
- Improve the link between research –validated practices and the environments in which teaching and learning occur.

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS for your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Braddock Middle School has been a PBIS school since the 2004-2005 school year. Braddock has earned recognition status 7 times, most recently in 2016 when “GOLD” status was awarded. Prior to students returning in August, teachers are reoriented to PBIS practices during professional development. Teachers are provided resources in their Teacher Handbooks to teach and implement PBIS in their classrooms. When students return, homeroom teachers teach the Braddock PBIS expectations: Be Here, Be Respectful & Be Responsible. Students are reminded of PBIS expectations as needed throughout the school year through classroom lessons and morning announcements. Posters are displayed throughout the school.

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

Building as visual reminders of the PBIS expectations. Appropriate student behavior is reinforced by staff using “Braddock Bucks. Braddock Bucks are used the purchase items of high student interest during Monday Sundae, Tuesday Pickle, Friday Token, Popcorn Raffle Raffles, Sports Equipment Raffles, and Santa Shop events. Braddock Bucks may also be used at our school store to purchase school supplies. On a quarterly basis, Braddock recognizes “Shining Stars” at a breakfast that parents are invited to attend. Shining Stars are nominated by homeroom teachers as students who exemplify the PBIS expectations. Shining Stars are recognized on the morning announcements and a Braddock Wall of Shining Stars across from the cafeteria. Other recognition opportunities include Semester Attendance Awards and the Principal’s List. At the end of each semester perfect attendance students are presented with an attendance certificate and a Pizza Party. Most students receive Braddock Bucks to use for the previous mentioned activities. Braddock is currently implementing Project Wisdom, a character education program, during daily morning announcements and monthly advisory periods. During the advisory periods, students are in small groups and assigned a mentor. The mentor uses Project Wisdom curriculum to reinforce the PBIS expectations. The PBIS program is supported by the PBIS team, which consists of administration, guidance, school improvement specialists and representatives from each grade level, as well as, the creative arts team and special education team. The PBIS team meets on a monthly basis to examine discipline data and discuss strategies for improving student behavior and school climate.

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

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

IX.

IX. Community Engagement; Non-Title I Schools

Parent/Community Involvement Needs

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

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Middle School offers many opportunities for parental/community involvement over the course of the school year. Prior to the start of school, an orientation is held for incoming students and parents. For the 2017-2018 school year, out of the 217 students starting 6th grade, 103 students were identified. In August, letters are sent home asking for parent volunteers for the Monday Sundae, Tuesday Pickle, school dances, Santa Shop, and other events. For the 2017-2018 school year, parent volunteer letters returned with a total of 153 parents indicating an interest to volunteer. Volunteers who coordinate our volunteer schedule for Sundae Monday and Pickle Tuesday.

Parent Advisory Committee 2017 – 2018

Name	Position
Bekah DeBlock	Parent
Tim Murphy	Counselor
Dr. Egros	Teacher
Dr. Holland	AP
Mr. Carter	Principal

Title I Parent Involvement Plan

In the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Identify representatives 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

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Middle School recognizes the importance of forming a strong partnership with parent/family and community members in order to provide the best possible education for our students in our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to be involved in the ways 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

By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills 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
Shared Decision Making The parent involvement	Parent Volunteer Letter	August	Tim Murphy, School

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

plan is developed with input from parents.			Counselor
<p>Building Parental Capacity</p> <p>Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments.</p> <p>Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement</p> <p>Ensure information is presented in a format and/or language parents can understand.</p> <p>Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>School newsletter</p> <p>1. Provide an orientation to the parents of all incoming grade 6 students to provide them with training to ensure their child’s academic success. 2. Invite parents of Math Counts students to a presentation Aimed at helping them better understand the program and how it can improve their child’s academic achievement.</p> <p>1. Continue posting current grades and use the online grade system as a tool to help parents and teachers better communicate. Participate in county wide parent conference days 2. Provide parents with a detailed syllabus outlining each course.</p> <p>1. Recognize students who are exemplary models in following PBIS rules and students who are steadily Improving following these rules during Shining Star Breakfasts.</p>	<p>Monthly</p> <p>Aug 2016</p> <p>Ongoing</p> <p>Quarterly</p>	<p>Jennifer Engle, ELA T Danny Carter, Princip Tony Burns, Math SIF Stephany Reynard, EI</p> <p>Laura Alkire, Laura H Shawn Swisher, Tim I Ray Short</p> <p>Teachers</p> <p>Teachers Laura Alkire Tim Murphy</p>

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information
Review the Effectiveness Effectiveness of the school's parental involvement activities will be reviewed.	1. Require volunteers to log their time into a binder In the office which will provide the data necessary to evaluate the effectiveness of the parent involvement program. 2. Ask parents to complete a questionnaire concerning The volunteer program in the school which will also provide data to evaluate the effectiveness of the program.	Ongoing May 2018	Office Staff Laura Alkire Tim Murphy Jennifer Engle
Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	1. Provide survey sheets to every student to solicit Parent volunteers. Parents choose the areas they think they will find most effective, while also, detailing areas in which the school really needs volunteer support. 2. Utilize parents as chaperones.	Sept 2017 Ongoing	Office Staff, Laura Alkire, Tim Murphy Grade Level Teams, Laura Alkire, Tim Murphy

Two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities. Please include a timeline for implementation.

Strategy
 Restorative Behavior/Academic Referrals
 Academic Performance Home Communicator
 Identifying Star Students
 Encouraging participation in historical school
 activities. i.e. Veterans' Day

Implementation
 October 18, 2017
 As needed
 Quarterly
 November

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

-service for use of ASPEN

6th grade orientation and individual appointments

**XIII
PARENT/FAMILY ENGAGEMENT**

XIV.

Professional Learning Title: GRRUDL- Guided Instruction/Critical Vocabulary

As we move forward in our efforts to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of any school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement goals?

Professional Learning Title: GRRUDL- Guided Instruction/Critical Vocabulary

Date(s): 8/25/17

Location and Time: Braddock Middle School Media Center 8:30 AM

Intended Audience: All administrators and staff

What changes are expected to occur in the classroom as a result of this professional learning?

Teachers should incorporate the elements of GRRUDL gradually into their lessons with a focus on guided instruction this year. Teachers are expected to post the content and language purpose in the classroom along with the incorporation of critical vocabulary (Word of the Week). The teacher will model and demonstrate thinking strategies.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Teachers will be exposed to different questioning strategies to check for understanding and uncover errors and misconceptions. Teacher

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

explore different ways to prompt, cue, and scaffold student learning to guide student thinking. Teachers will learn about prompts that foster cognitive and metacognitive processes. Teachers will learn to use cues to shift attention to sources. Teachers will also learn how to use explanation and modeling to re-teach.

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

Teachers will be using GRRUDL and Guided instruction in their SLOs. The data from the SLO results will be monitored. Benchmark scores. RCC assessment scores will also be used to measure growth.

XV.

IV. POLICY STRUCTURE AND PRACTICE

How does your school's mission and vision support the district's mission and vision?

The school's mission and vision statements support the district's statements by reinforcing the importance that each student can be successful. Dedicated on delivering high quality instruction while providing a safe environment for all students.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

some ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

increase teacher buy in, the district and schools work together to provide teachers with resources to implement the GRR and UDL model. The district provides teachers with high quality lessons and opportunities to write lessons with GRR and UDL embedded into a lesson. The lessons are shared with the district and teachers. The district has provided opportunities for teachers for professional development.

Additional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

Teachers at Braddock have already participated in multiple professional developments with UDL and GRR; however, as lifelong learners they are always willing to participate in additional professional development.

Section XVI
Implementation Plan

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

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

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

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

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

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

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

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

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

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

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

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

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

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

Central Office representatives will meet with schools as needed to review School Improvement Plans, academic progress and professional

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

development activities. The LEA will address any omissions or inadequacies in the plan in writing as feedback to the school. The LEA also provide technical assistance when needed.

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

November 2017	School Improvement Specialist meets with LEA, plan is written
January 2018	Plan due to BOE and Plan reviewed
February 2018	Share plan with Faculty and discuss data
February 2018	Members meet to discuss RI and MI results
March 15 2017	Discuss PARCC prep
April 2017	No meeting due to PARCC testing
May 23, 2017	Discuss RI and MI results and PARCC testing (debrief)

1 - Tier II and Tier III Math Interventions			
Analyze current Tier II and Tier III programs and identify ways to enhance			
Action Step	Who	By When	Status Update / Next Steps
LEVEL FOUNDATION			
Identifying a software to build fluency and ways to implement math 180 curriculum for successful learning	Math Teachers, Math & SPED supervisors	Fall 2018	Next year, Braddock will have a Tier III intervention for all grades in math. Tier II has been initiated but may need reevaluated.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

<p>Curriculum has been developed for Math 180 with partial math 6 curriculum and a hybrid curricular model for choosing appropriate students.</p>	<p>MIP</p>	<p>Current-2018</p>	<p>This summer, foundations curriculum will need revised to accommodate the level of student. Math 180 PARCC score will be analyzed</p>
<p>IMPLEMENTATION</p>			
<p>6th and 7th Grade are trying the foundations curriculum this year. We have taught math 180 as a class and this is a hybrid curricular model. We will evaluate the model at the end of the year</p>	<p>6th & 7th Grade Math teachers</p>	<p>End of current school year</p>	<p>Adjust 6th and 7th grade curriculum and update the 308B curriculum Continue evaluating Math 180 student performance on PARCC</p>
<p>SCHOOLWIDE IMPLEMENTATION</p>			
<p>Ensure we have a fluency software in place to monitor the progress of students in Tier III and ensure it has been sustained for 4 years</p>	<p>math teachers</p>	<p>Currently</p>	<p>Monitor students MI scores and PARCC scores to see improvement</p>

November 2017