

**Allegany County Public Schools  
2019-2020 School Improvement Plan**

**School: Braddock Middle School**

**Principal: Molly Stewart**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**

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

**Mission Statement**

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

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

**Vision**

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

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Core Values

**BRADDOCK BLUE**

Braddock

Leads with

Unstoppable

Excellence

**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.

**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.

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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.

Braddock Middle School is in year two of the 2018-19 MCIE cohort. This opportunity has allowed us to look collectively at the climate, culture, and inclusive nature of our school. We began our work last year with a newly formed leadership team that includes team leaders from each grade, special educators, special education specialists, guidance counselors, administrators, and when appropriate, parents and students. The purpose of the team is to take stock of our current status related to culture, climate, leadership, inclusive practices, and the implementation of the MTSS in academics as well as behavior. This team has a goal to create an effective model for educating all students to high standards in the general education curriculum and classroom, and reduce the achievement gap, particularly for students with disabilities. The team, in conjunction with input from the whole staff, created the school improvement action plan with strategies designed specifically to meet our student needs in the areas of academics and behavior. Further, we designed a plan to address issues with our school climate related to both students and staff. We’ve spent time building a strong foundation for a sustainable culture that will support our goals.

**Climate:**

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

- Advisory Meetings Bi-Weekly: Lessons focus on team building, growth mindset, and character traits
- School-wide Positive Behavior Intervention Support Program
- School-wide Anti-bullying Campaign- “Expect Respect, STOP: BE KIND”
- Student Recognition Opportunities: Positive Behavior Referrals, Shining Stars, Positive Phone Calls/Notes home

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- Collaborative Team Meetings
- Pupil Service Team: Monitor attendance and discipline data; design interventions for at-risk students and families
- Established community relationships: The Greater Cumberland Committee and Chick-fil-A
- Physical Environment: We are mindful that the environment has a direct impact on the climate. Braddock is a very clean, well maintained building.
- Student Solutions Bi-weekly Grade Level Meeting: This meeting is an opportunity to meet as a team to monitor student behavior and academics. We utilize the SRSS and teacher/staff observation to develop Tier II or III plans as needed.
- Include parents and students on Leadership Team
- Various forms of home-school communication: Braddock Parent Involvement Facebook Page, Monthly Activities Calendar, Quarterly Newsletters, Coffee with the Principal
- Establish forms of staff praise (Peer Praise and Student Praise)
- Restorative Practices Circles
- Opportunities to increase school spirit and school pride- “Warrior Welcome”, hallway decorations, Braddock Gear
- “Wisdom Room” available for students to self select a quiet, therapeutic area

### **Culture:**

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

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

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Realizing that we have a responsibility to educate the whole child, we established some goals related to social skills for the 2019-20 school year. The school implemented a school-wide anti-bullying campaign last year with the motto, "Expect Respect." This year, we will continue to implement and expand this program. The goal is for a culture of respect to permeate the building in all interactions and relationships. To further support this idea, Braddock has an advisory period bi-weekly where teachers work with their homeroom on activities related to team building, growth mindset, and character traits.

We realize the importance of feeling valued and respected as tentpost for school culture. We will continue to recognize students for academic, behavioral, and social achievements. We will recognize our student groups and organizations for their efforts and achievements throughout the school year on the announcements and on the Braddock Facebook page. A focus this year is to recognize and build positive relationships with our underserved students. Creating a group called, Guys with Goals, we will establish a yearlong plan to support this group as they develop goals, create an action plan, and achieve their goals. Through intense mentoring and support, we aim to develop a growth mindset and positive attitude with these students. We will continue to recognize our staff for their efforts. We have a bulletin board captioned, "A Note of Praise" where students, parents, or other staff members can jot of note of praise about a staff member. Staff members will be recognized on the announcements and on the Braddock Facebook page.

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

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

As we dig deeper into our culture we recognize that a large part of our student population comes from economically disadvantaged backgrounds. We plan to explore the characteristics of the economically disadvantaged culture by doing a book study in team meetings using the book, *A Framework for Understanding Poverty* by Dr. Ruby Payne.

### **Inclusive Community:**

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

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

**C. Staff Engagement Action Plan**

<b><i>Staff Engagement Action Plan</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	DOMAIN: Safety TOPIC: Substance Abuse SCORE: 4.81
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.

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<p>Strategies: Steps that will be taken in order to obtain the desired outcome.</p>	<ol style="list-style-type: none"> <li>1. Understand available resources and support in our community and connect students/families with resources as appropriate.</li> <li>2. Proactive initiatives: DARE program in grade 7, Health Curriculum and Additional Resources on Vaping,</li> <li>3. Partner with the ACHD to present “warning signs” of early use to staff members.</li> </ol>
<p>Initiative leader and team: Who is responsible and involved in the work?</p>	<p>Laura Alkire Leadership Team- Team Leaders Classroom Teachers SRO Community Partners: Kathy Dudley, MS, HES- ACHD</p>
<p>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<p>Designate a time for Kathy Dudley, ACHD to present to students and parents on Vaping/E-Cigarettes/Tobacco Utilize the bathroom stall plastic sleeves to contain updated information on vaping- flyer from ACHD</p>
<p>Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?</p>	<p>Develop a pre/post survey on vaping for students Create a parent survey for the ACHD presentation</p>
<p>Timeline: Include dates for implementation of action steps.</p>	<p>Spring, 2020</p>
<p><b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10</p>	<p>DOMAIN: Relationships TOPIC: Student-student Relationships SCORE: 5.29</p>
<p>Topic Description:</p>	<p>The student-student relationships topic describes the degree to which educators feel students are friendly with, care about, get along with, and respect one another.</p>



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<p>Strategies: Steps that will be taken in order to obtain the desired outcome.</p>	<ol style="list-style-type: none"> <li>1. Implement Restorative Practices- Peace Circles</li> <li>2. Advisory Period- Social-Emotional Learning Lessons, Explicit instruction on empathy</li> <li>3. Explicitly state Social Purpose in every lesson and hold students accountable to communicate in respectful ways</li> <li>4. Model Respectful Discourse: Adult-Adult and Adult-Student</li> </ol>
<p>Initiative leader and team: Who is responsible and involved in the work?</p>	<p>Jill Crawford, Guidance Counselor and PBIS Chair PBIS Team Team Leaders Classroom Teachers</p>
<p>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<p>Planning time in the summer to design an inclusive, cohesive program for the first 15-days of school to include restorative practices, PBIS, and our bullying program.</p>
<p>Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?</p>	<p>Braddock Bullying Survey Pre and Post Results</p>
<p>Timeline: Include dates for implementation of action steps.</p>	<p>Advisory Period: Bi-weekly for the entire year</p>

**D. Student Engagement Action Plan**

<b><i>Student Engagement Action Plan</i></b>
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<p><b>Primary Area of Need</b> State the Domain, Topic, and Score</p>	<p>DOMAIN: Safety TOPIC: Physical Safety SCORE: 1.00</p>
<p>Topic Description</p>	<p>The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.</p>
<p>Strategies: Steps that will be taken in order to obtain desired outcome.</p>	<ol style="list-style-type: none"> <li>1. Teach Prevention Skills: Restorative Practices "Peace" Circles; social-emotional learning, arm students with the facts on school safety: school is the safest place next to their home, strong adult presence throughout the school, opportunities to report issues in confidence, etc.</li> <li>2. Implement PBIS school-wide</li> <li>3. Increase adult supervision in unstructured areas: cafeteria, hallways, bathrooms, stairwells, etc.</li> <li>4. Address Social-Emotional Safety through specific lessons</li> </ol>
<p>Initiative leader and team: Who is responsible and involved in the work?</p>	<p>Laura Holland, AP Jill Crawford, Guidance Counselor and PBIS Chair Team Leaders</p>
<p>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<p>Training on Restorative Practices- Peace Circles SEL Resources for classroom teachers PBIS Refresher Schedule to increase adult supervision in unstructured areas Title II funds to bring in Chief Hamm, Baltimore City Public School Police Chief</p>

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student outcome data on the student survey Staff survey feedback following trainings
Timeline: Include dates for implementation of action steps.	October, December 2019 Restorative Practices Training Full Staff PD on Restorative Practices- Feb, 2020
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	DOMAIN: Safety TOPIC: Bullying SCORE: 1.87
Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Implement School-wide Anti-bullying Campaign- "Expect Respect, STOP: BE KIND"
Initiative leader and team: Who is responsible and involved in the work?	PBIS Team Jill Crawford and Laura Alkire
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Braddock BLUE "Stop: Be Kind" bracelets Partnerships and Prizes at local businesses
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Evaluate Pre/Post Braddock Bullying Student Survey

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Timeline: Include dates for implementation of action steps.	September, 2019- ongoing throughout the year
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**SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	3	3
Teachers	1	43	44
Itinerant staff	8	0	8
Paraprofessionals	1	4	5
Support Staff	0	5	5
Other	10	10	20
Total Staff	20	65	85

<b>Table 2</b>				
Under each year, indicate the percent as indicated of individual in each category.	<b>2016-2017 Official Data</b>	<b>2017 – 2018 Official Data</b>	<b>2018-2019 Official Data</b>	<b>2019-2020 Official Data</b>
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>● Certified to teach in assigned area(s)</li> <li>● Not certified to teach in assigned area(s)</li> </ul>	100% 0	100% 0	100% 0	100% 0
For those not certified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building				2

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Teacher Average Daily Attendance	95.5	93.9	95.4	
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**B. Student Demographics**

<b>Table 3</b>			
<b>SUBGROUP DATA</b>			
<b>SUBGROUP</b>	<b>2017-2018 TOTAL</b>	<b>2018-2019 TOTAL</b>	<b>2019-2020 TOTAL</b>
American Indian/Alaskan Native	NA	NA	NA
Hawaiian/Pacific Islander	NA	NA	NA
African American	21	16	27
White	522	518	529
Asian	NA	NA	NA
Two or More Races	42	55	60
Special Education	68	66	74
LEP	NA	NA	NA
Males	301	317	326
Females	291	286	295
Total Enrollment	592	603	621

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(Males + Females)			
Farms (Oct 31 data)	<b>53.01%</b>	<b>50.08%</b>	<b>n/a</b>

**Special Education Data 2019-2020 School Year (As of September 30, 2019)**

<b>Table 4</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	4	06 Emotional Disturbance	1	12 Deaf-Blindness	N/A
02 Hard of Hearing	N/A	07 Orthopedic Impairment		13 Traumatic Brain Injury	N/A
03 Deaf	N/A	08 Other Health Impaired	19	14 Autism	4
04 Speech/Language Impaired	13	09 Specific Learning Disability	29	15 Developmental Delay	N/A
05 Visual Impairment	N/A	10 Multiple Disabilities	4		

**II. ATTENDANCE**

<b>Table 5</b>	<b>2018-2019</b>
<b>School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>

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<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All (Excluding PreK & K)	93.3%	N
Grade 6	94.4%	Y
Grade 7	93%	N
Grade 8	92.2%	N

<b>Table 6</b>				
<b>Attendance Rate</b>				
<b>Subgroups – School Level Data</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Indicate if current rate is less than 94%</b>
All Students	93.8	93.2	93.3	-.7
Hispanic/Latino of any race	*	94.3	94.4	
American Indian or Alaska Native	*	*	*	
Asian	*	97.5	98.7	
Black or African American	90.3	89.9	88.6	-5.4
Native Hawaiian or Other Pacific Islander	*	92.8	88.9	-4.1
White	94.1	93.4	93.5	-.5
Two or more races	90.9	91.6	91.5	-2.5
Male			93.2	-.8
Female			93.4	-.6
EL	*	*	99.8	
Special Education	92.8	90.9	90.7	-3.3
Free/Reduced Meals (FARMS)	91.7	91.0	91.2	-2.8

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

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Although the overall attendance at Braddock Middle School has not had a significant decline when compared to last year's data, there has been a three-year trend with regard the decline of attendance with dissecting date based on specific subgroups. Consequently, the School Improvement in the Black or African American, Two or more races, and special education categories. The *Black or African American* subgroup has shown a decline from 90.3% in 2016-2017 attendance rate to 88.6% for the 2018-2019 school year. In addition, the *Special Education* subgroup has declined from 92.8% in the 2016-2017 school year to 90.7 % in the 2018-2019 school year. The *Two or More Races* subgroup has shown an increase from 90.9% in the 2016-2017 school year to 91.5% for the 2018-2019 school year; however, this subgroup continues to fall below the 94% attendance goal, so the School Improvement Team will continue to target this subgroup.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
  - **Competition with Washington Middle-** We began the year with an attendance competition with Washington Middle. The competition will be promoted to the whole school. The school with the low attendance rate will have to wear the other schools color one day during Homecoming week. Data will be reported weekly to students. Morning/Afternoon announcements will include encouraging skits to boost attendance.
  - **Continue with the “Braddock Be Here Team.”** This team has constructed a list of students who have missed 5 or more days of school at the end of the first marking period. Staff members have been assigned a group of students. Those students and their “attendance coach” have created a team name and compete with other teams at Braddock. Each coach has designed an attendance chart for his or her team and monitors that chart on a weekly basis. After each quarter, teams will be evaluated by the administration, and the team with the most attendance will be awarded with a Chick-fil-a luncheon at the end of the quarter. In addition to the Chick-fil-a quarterly luncheon, students will be given milestone incentives including, but not limited to, organized luncheons, lunch with a friend, and Braddock Bucks. In addition, a quarterly pizza party will be held to reward students who have perfect attendance.
  - **Raffles during homeroom time.** Homeroom Raffles allows for students who are in their homeroom by 8:00 AM the opportunity to win a prize such as an ice-cream during lunch, a free ticket to an Allegany High School sporting event, lunch with a friend, or other rewards purchased by the PBIS Committee.
  - **Man Cave and Girls’ Empowerment** Project Yes coordinator has created a group called “Man Cave” and a “Girls’ Empowerment Group” that have breakfast together during certain days of the week. These students gain points in their respective groups for attending breakfast. Students are monitored on a weekly basis and earn points on their individual goal charts. In addition, these charts are discussed weekly at the PST meeting.
  - **Student Solutions** Students will be monitored weekly at grade level Student Solutions. Those students exceeding 10 days will be required to stay after school to complete missed assignments.



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- **Tier II Homeroom** School guidance counselor has established a homeroom to target a group of students who have expressed that lack of school supplies is an issue regarding attendance. The intent of this homeroom is to make sure that students feel prepared and have the essential items needed to experience success in the classroom.
- **Attendance Contracts** The Pupil Service Team will continue to monitor attendance weekly. The Pupil Personnel Worker will send personalized letters to students at 5 and ten days. In addition, the Pupil Personnel Worker and school administration will continue to conduct parent conferences with students who exceed 10 days of unexcused absences to sign attendance contracts.
- **Home Visits** The school PPW will make home visits to investigate possibilities of truancy.
- **Guys with Goals** Guys with Goals was designed during the 2019 summer to target a group of students who need assistance getting prepared for school. Prior to the first day of school, this group of students was taken to the Finish Line to purchase new school shoes. They were taken to get hair cuts for the school year and were taken to eat dinner at Chick-fil-a where they listened to an inspirational speaker who addressed the importance of attending school and made the connection of how successful students become successful adults. In addition, the goal for this group of students was to create a relationship with families so that parents would have a buy-in to the goal of having their students attend school. Families have participated in a school Thanksgiving dinner after school hours and will be invited to attend the Guys for Goals tree decorating event. All of these activities are held after school hours so students, parents, and school staff have the opportunity to collaborate on ideas to assure the success of these students.
- **Wisdom Room** The Wisdom Room was created to offer academic assistance to students who may need extra support in their academic classes. After discussing causes of absences for students, administration and staff learned that some students were not attending because they did not have assignments completed because of academic difficulties. The Wisdom Room was designed to allow students time during their co-curricular classes to meet with staff to obtain academic assistance.

**III. HABITUAL TRUANCY and CHRONICALLY ABSENT**

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

	2018	2019
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Count Habitual Truant	5	8
Percent Habitual Truant		1.34
Percent Chronically Absent		22.58

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

Habitually truant students often have factors impacting their attendance. In 2019, we had 8 students categorized as “Habitual Truant.” The aforementioned Student Solutions team, in collaboration with the Pupil Service Team, will identify students at-risk for habitual truancy and design individualized interventions. It is possible that these students will have academic and behavioral concerns as well. The team will develop a Tier III intervention plans to address the multifaceted needs of these students.

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

- B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

The Pupil Service Team will monitor all students that miss 2 or more days per month. Students in this group will meet with the guidance counselor to address any school-based issues that may be contributing to their absenteeism. The Pupil Personnel

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Worker will reach out to families of these students to specifically address the attendance issue, explain habitual truancy and chronically absent, and offer supports and interventions as needed. Students in need will have a Tier III plan to provide support before their attendance becomes excessive.

**IV. GRADUATION AND DROPOUT RATE – N/A for Middle Schools**

**V. SCHOOL SAFETY/ SUSPENSIONS**

Table 9: SUSPENSIONS				
Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	725	734	733	-.001% decrease
All Suspensions	136	161	96	-40.4% decrease
In School	26	46	16	-65.2% decrease
Out of School	110	115	80	-30.4% decrease
Sexual Harassment Offenses	8	8	7	-12.5% decrease
Harassment/Bullying Offenses	48	22	14	-36.7% decrease

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

Braddock celebrates the decreases we've experienced in our suspension data. We realized a decrease in the number of referrals, as well as, all suspensions (both in and out of school). Our sexual harassment and harassment/bullying offenses also decreased. This year, we began a mentoring group with 19 high referral male students, called "Guys With Goals". This group meets biweekly and each student is being mentored and guided on how to make good decisions to help them find success both in and out of school. Additionally, we have implemented a homeroom for students who have had a history of referable behavior. This homeroom is a therapeutic beginning to their day. It is a time and place where the students can get their minds right as they go over goals to help them find success during the day. We have an area in our school called the "Wisdom Room." The Wisdom Room is a therapeutic, comfortable area that teachers can send students that are identified as struggling with their coping skills in the classroom. Recognizing students who are experiencing anxiousness and referring them to the Wisdom Room will also continue to help us realize our goal of decreasing office referrals as we try to help restore the student's ability to return to class. Members of our staff are also getting trained on Restorative Practice/Restorative Justice. This training will be implemented and we believe will further reduce our referral numbers.

3. Domains of Influence and Root Cause Analysis

<b>DOMAINS OF INFLUENCE</b>	<b>LIKELY ROOT CAUSE INDICATORS</b>
Quality Instruction & Assessment	<p>The school system communicates the value of reading proficiency but fails to provide adequate resources to ensure all students master basic levels for future success.</p> <p>Staff Discussion: We have a large population of students reading below grade level but few resources to support their instructional growth. Read180 is the only intervention that teachers believe addresses the issues. Other</p>

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	<p>interventions available are not high quality and students are not making progress.</p>
Discipline Policies & Procedures	<p>Behavior interventions are implemented inconsistently within schools and are not used effectively. There is no system by which to monitor student behavior trends.</p> <p>Staff Discussion: Behavior interventions are limited and not implemented with fidelity. The staff needs training and support for the use of responsive and alternative intervention methods instead of suspension.</p>
Bias, Beliefs & Barriers	<p>Members of the school community think that the best way to stop misconduct is to suspend or expel students. Removing a student from school allows others to learn and keep schools safer.</p> <p>Staff Discussion: We have implicit bias that causes a wedge in the relationships between students and staff. Students lack the “hidden rules” of school. We (staff) assume that students understand how to demonstrate the behavior we want but some do not have the background or know-how.</p>
Health & Wellness	<p>Only a select few members of school and district level staff have knowledge related to signs of mental health concerns and can take action to assist a student or staff member in need.</p> <p>Staff Discussion: Staff with the exception of the administrators and guidance counselors, feel ill-equipped to talk with a student in crisis. Teachers are unsure of the appropriate things to say and when to refer a student for additional help.</p>
Safety & Security	<p>Staff and students have no universal understanding of what bullying is, nor do they have any strategies to help stop it’s occurrence. Students have not been given any clear expectations of conduct related to bullying in school or online.</p> <p>Staff Discussion: Students and parents need trained on the difference between</p>

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bullying and just mean, unkind behavior. Students also need specific strategies to let someone know they do not like their behavior.

<b>IDENTIFIED DOMAIN OF INFLUENCE 1:</b>	Instruction and Assessment
Focus Area Goal	Teachers will work collaboratively to ensure that all students have an opportunity to read and practice skills on their instructional level at least 3 times per week in Tier I instruction and students needing Tier II intervention are placed in a “high quality” program with a qualified teacher.
Evidence or Data:	Reading Inventory, Phonics Inventory, MCAP ELA scores, ELA benchmark data
Barriers:	Lack of “high quality” reading interventions. We always have to make decisions about which students we put in intervention due to lack of space or lack of programs to meet the students’ specific needs. Staff also needs PD on diagnosing challenges in the area of reading to determine foundational skills needed to make progress. Funding is a barrier.
Needed Resources:	High quality interventions, training on flexible grouping during Tier I instruction, PD on designing specially designed instruction
Strategies and/or evidence-based interventions:	Evidence- Based Interventions: Reading Inventory, Systems 44, MyOn Learning Strategies: Flexible Grouping, Specially Designed Instruction, High Level Practices,

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How will it be funded?	Braddock will seek funding through special education or local funds.
Steps towards full implementation with timeline:	<p>I. May, 2018-November, 2019 MyOn Pilot * Students will utilize MyOn in Tier I instruction across all contents and in Tier II instruction in grades 6-8 as a reading intervention.</p> <p>II. 2018-19- Grade 6 ELA teachers and the grade 6 special education staff will work collaboratively to plan and implement flex group instruction designed to meet the needs of all students.</p> <p>III. 2019-20- Working with grade 6 teachers, the staff will implement tier II flex groups in their classroom.</p>
Monitoring Procedure:	Intervention Data: MyOn, Systems44, Read180 Student achievement data- classroom assessments MCAP, MISA data

<b>IDENTIFIED DOMAIN OF INFLUENCE 2:</b>	Discipline Policies and Procedures
Focus Area Goal:	Bias, Beliefs, and Barriers
Evidence or Data:	Disproportionate Discipline Data related to Race
Barriers:	As a staff we tend to be more punitive in our response to student behavior; we need to be more proactive and “teach” students to meet our behavioral expectations.
Needed Resources:	PD on Implicit Bias, working with underserved students

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Strategies and/or evidence-based interventions:	Implement Tier 1-3 UDL Behavioral Strategies to support small group and individual students "Guys with Goals" Ruby Payne strategies
How will it be funded?	Restorative Practices training will be funded by the BOE "Guys with Goals" is funded by community donations
Steps towards full implementation with timeline:	Restorative Practice- October, December, and March training for selected staff. Overview activities with full staff during site-based professional development. Guys with Goals- August, 2019- June, 2020 Ruby Payne book study- team meetings throughout the year
Monitoring Procedure:	Referral data

<b>IDENTIFIED DOMAIN OF INFLUENCE 3:</b>	Discipline Policies and Procedures
Focus Area Goal:	Behavior interventions are limited and not implemented with fidelity. The staff needs training and support for the use of responsive and alternative intervention methods instead of suspension.
Evidence or Data:	Lack of interventions, CICO not being implemented with fidelity
Barriers:	Training all staff to implement with fidelity. Staff buy-in for interventions.
Needed Resources:	Time to design interventions tailored to student needs and time and training for staff.



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Strategies and/or evidence-based interventions:	Check-In,Check-Out; Mentoring; Therapeutic Homeroom, Therapeutic Time-Out; Social Skills Groups; Student Specific Strategies
How will it be funded?	BOE, Community Donations
Steps towards full implementation with timeline:	August, 2019- Implement “Guys with Goals;” establish the Therapeutic Homeroom and the Wisdom Room Ongoing throughout the year- CICO, Mentoring As needed- Develop Integrated Plans of Support for individual students
Monitoring Procedure:	Referral data; student grades, attendance, intervention data

4. Comment on the number of individuals suspended and specific offenses. Provide a plan to reduce the disproportionate ratio among subgroups for non-violent behaviors and increase the use of restorative practices. The plan should be framed around the top three domains of influence identified by the team. Be specific about the indicators of focus under each chosen domain (ex. “Literacy” under “Quality Instruction & Assessment”).

**VI. EARLY LEARNING: N/A for Middle Schools**

**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ARTS**

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

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To reduce the 2017 non-pass rate by 50% by the year 2030.

**Short Term Goal:** To close or reduce achievement gaps between subgroups and their counterpart.

**1. Complete data charts using 2017, 2018, and 2019 Data Results.**

TABLE 12a ELA Grade 6	2017								2018								2019								2018 to 2019 change in prof. rate
	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					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	175	66	37.7	42	24	67	38.3	214	65	30.4	62	29	87	40.7	208	39	18.8	62	29.8	107	51.4	10.7			
<b>American Indian or Alaska Native</b>	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			
<b>Asian</b>	≤10	0	0	0	0	2	100	≤10	≤10	25	≤10	50	≤10	25	≤10	≤10	0.0	≤10	0.0	≤10	100.0	75			
<b>Black or African American</b>	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	12.5	≤10	62.5	≤10	25	≤10	0	100.0	≤10	0.0	0	0.0	-25			
<b>Hispanic/Latino of any race</b>	≤10	≤10	50.0	≤10	0	≤10	50.0	≤10	≤10	0	≤10	60	≤10	40	≤10	≤10	66.7	0	0.0	≤10	33.3	--6.7			
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0	0	0	0	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	100.0	0	0.0	0	0.0	0			
<b>White</b>	151	51	33.8	40	26.5	60	39.7	177	55	31.1	46	26	76	42.9	174	31	17.8	49	28.2	94	54.0	11.1			
<b>Two or more races</b>	15	10	66.7	2	13.3	3	20	19	7	36.8	6	31.6	6	31.6	24	3	12.5	13	54.2	8	33.3	1.7			
<b>Special Education</b>	22	18	81.9	1	4.5	3	13.6	29	20	69	5	17.2	4	13.8	25	16	64.0	5	20.0	4	16.0	2.2			
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0			

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<b>Free/Reduced Meals (FARMS)</b>	94	47	50	28	29.8	19	20.2	115	47	40.9	34	29.6	34	29.6	107	29	27.1	35	32.7	43	40.2	10.6
<b>Female</b>	88	28	31.8	20	22.7	40	45.5	92	20	21.7	24	26.1	48	52.2	103	10	9.7	25	24.3	68	66.0	13.8
<b>Male</b>	87	38	43.7	22	25.3	27	31.0	122	45	36.9	38	31.1	39	32	105	29	27.6	37	35.2	39	37.1	5.1

TABLE 12b ELA Grade 7	2017								2018								2019								2018 to 2019 change in prof. rate
	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					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	202	65	32.2	58	28.7	79	39.1	166	40	24.1	45	27.1	81	48.8	214	36	16.8	51	23.8	127	59.3	10.5			
<b>American Indian or Alaska Native</b>	≤10	≤10	0	≤10	0	≤10	100	0	0	0.0	0	0	0	0	0	0	0.0	0	0	0	0	N/A			
<b>Asian</b>	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	0	≤10	100	0			
<b>Black or African American</b>	≤10	≤10	40	≤10	40	≤10	20	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	22.2	≤10	22.2	≤10	55.6	55.6			
<b>Hispanic/Latino of any race</b>	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	33.3	≤10	66.7	≤10	≤10	14.3	≤10	14.3	≤10	71.4	4.7			
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0	0	0	0	NA	NA	NA	NA	NA	NA	≤10	≤10	0	≤10	100	≤10	0	n/a				
<b>White</b>	183	59	32.3	51	27.9	73	39.9	145	33	22.8	38	26.2	74	51	175	27	15.5	45	25.7	103	58.9	7.9			
<b>Two or more races</b>	11	4	36.4	5	45.5	2	18.2	13	3	23.1	6	46.2	4	30.8	17	6	35.3	2	11.8	9	52.9	22.1			
<b>Special Education</b>	19	15	78.9	4	21.1	0	0	18	15	83.3	1	5.6	2	11.1	24	12	50	7	29.2	5	20.8	9.7			

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<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Free/Reduced Meals (FARMS)</b>	106	48	45.3	32	30.2	26	24.6	79	28	35.4	30	38	21	26.6	108	27	25	33	30.6	48	44.4	17.8
<b>Female</b>	110	25	22.7	33	30	52	47.3	85	16	18.8	26	30.6	43	50.6	91	11	12.1	13	14.3	67	73.6	23
<b>Male</b>	92	40	43.5	25	27.2	27	29.4	81	24	29.6	19	23.5	38	46.9	123	25	20.3	38	30.9	60	48.8	1.9

TABLE 12c ELA Grade 8	2017								2018								2019								2018 to 2019 change in prof. rate
	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					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	193	81	42	44	22.8	68	35.2	206	63	30.6	54	26.2	89	43.2	161	47	29.2	40	24.8	74	46	2.8			
<b>American Indian or Alaska Native</b>	≤10	≤10	0	≤10	100	≤10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>Asian</b>	≤10	≤10	0	≤10	33.3	≤10	66.7	≤10	≤10	0.0	≤10	0.0	≤10	100.0	≤10	≤10	0	≤10	0	≤10	100.0	0			
<b>Black or African American</b>	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	28.6	≤10	42.9	≤10	28.6	≤10	≤10	100.0	≤10	0	≤10	0	-28.6			
<b>Hispanic/Latino of any race</b>	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	50.0	≤10	0.0	≤10	50.0	≤10	≤10	0	≤10	50	≤10	50	0			
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n/a			
<b>White</b>	171	69	40.3	41	24	61	35.7	185	54	29.2	49	26.5	82	44.3	140	38	27	33	23.6	69	49.3	5			

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<b>Two or more races</b>	11	5	45.5	1	9.1	5	45.5	11	6	54.5	2	18.2	3	27.3	12	5	41.7	5	41.7	2	16.7	-10.6
<b>Special Education</b>	31	30	96.8	1	3.2	0	0	19	16	84.2	3	15.8	0	0.0	15	12	80	3	20	0	0	0
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Free/Reduced Meals (FARMS)</b>	100	59	59	23	23	18	18	105	44	41.9	23	21.9	38	36.2	77	32	41.6	26	33.8	19	24.7	-11.5
<b>Female</b>	91	27	29.7	22	24.2	42	46.2	112	23	20.5	26	23.2	63	56.3	80	22	27.5	17	21.3	41	51.3	-5.1
<b>Male</b>	102	54	53	22	21.6	26	25.5	94	40	42.6	28	29.8	26	27.7	81	25	30.9	23	28.4	33	40.7	13.0

Table 13: Cohort Growth (Middle Cohort 2024 Only)			
	Grade 6 2017-2018	Grade 7 2018-2019	Growth from Grade 6 (2018) to Grade 7 (2019)
Percent Proficient			
All Students	40.7%	59.3%	18.6
Economically Disadvantaged	29.6%	44.4%	14.8
Special Education	13.8%	20.8%	7
Male	32%	48.8%	16.8
Female	52.2%	73.6%	21.4
Other subgroup			

Table 14: Cohort Growth (Middle Cohort 2023 ONLY)	
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Percent Proficient	Grade 6 2016-2017	Grade 7 2017-2018	Grade 8 2018-2019	Growth from Grade 7 (2018) to Grade 8 (2019)	Growth from Grade 6 (2017) to Grade 8 (2019)
All Students	38.3%	48.8%	46%	-2.8	7.7
Economically Disadvantaged	20.2%	26.6%	24.7%	-1.9	4.5
Special Education	13.6%	11.1%	0%	-11.1	-13.6
Male	31%	46.9%	40.7%	-6.2	9.7
Female	45.5%	50.6%	51.3%	0.7	5.8
Other subgroup					

**2. Use current data to determine if goals from last year’s SIP were met.**

- Describe changes in last year’s focus areas.

Braddock Middle School ELA students scored a 52.8% at met and exceeded expectations on MCAP. Grades 6 and 7 ELA scores in all writing categories were above the state and district.

Last year’s SIP goal of increasing the number of students with disabilities in grades 6-8 to levels 3, 4, and 5 was met. In grades 6-8, students with disabilities that scored a level 4 and 5 increased from 9% to 14.1%, a growth of 5.1%. Students with disabilities that scored a level 3 increased from 14% to 23.4%, a growth of 9.4%. Students with disabilities scored levels 1 and 2 decreased from 77% to 62.5%.

**Grade 6-Students with Disabilities**

Levels 4 and 5-increased from 13.8% to 16%  
 Level 3-increased from 17.2% to 20%  
 Levels 1 and 2-decreased from 69% to 64%

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### **Grade 7-Students with Disabilities**

Levels 4 and 5-increased from 11.1% to 20.8%

Level 3-increased from 5.6% to 29.2%

Levels 1 and 2-decreased from 83.3% to 50%

### **Grade 8-Students with Disabilities**

Levels 4 and 5-showed no increase (0%)

Level 3-increased 15.8% to 20%

Levels 1 and 2-decreased 84.2% to 70%

Our next SIP goal from last year was to increase the percent of 6th grade students who have adequate abilities in informational and literary areas in order to meet or exceed expectations (levels 4 and 5). This goal was met. From 2018 to 2019, Braddock students showed growth in scoring a level 4 or 5 of 10.7% (40.7% to 51.4%). Also, grade 6 students scored above the state (41.1%) and the district (48.1%).

### **Literary Text**

Levels 4 and 5-Meets or Exceeds Expectations increased from 33% to 49%.

Level 3-Nearly Meets Expectations decreased from 32% to 27%.

Levels 1 and 2-Below Expectations decreased from 35% to 24%.

### **Informational Text**

Levels 4 and 5-Meets or Exceeds Expectations increased from 39% to 56%.

Level 3-Nearly Meets Expectations decreased from 30% to 18%.

Levels 1 and 2-Below Expectations decreased from 31% to 26%.

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**3. FOCUS AREAS**

<b>FOCUS AREA 1:</b>	Grade 8-Literary Analysis and Written Expression
Focus Area Goal	By the end of the 2019-2020 school year, students in grade 8 will increase proficiency with the Prose Constructed Response Task (PCR) on Literary Analysis by 5% and monitor the impact on the overall writing scores, Written Expression.
Root Cause(s):	Students struggle with comprehending paired passages requiring analysis and written responses supported by text evidence. Students need repeated exposure of analyzing paired text and multimedia through whole groups and flex groups for literary purposes and citing quality evidence using an organizational strategy across all academic areas and grade levels; quality evidence will be used to support written responses that mirror MCAP.
Focus Content Standard(s):	<p><b>RL1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>RL5:</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>RL6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><b>RL7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p><b>RL9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>W.6.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Barriers:	Flexible grouping needs to be implemented in all academic areas so that the independent Lexile levels of all students have the opportunity to increase. There is also a lack of continuity of using a specific organizational strategy across all grade levels and academic areas. In order to accomplish this, PD on flexible grouping within the classroom during Tier I instruction, as well as using the organizational strategy, may be necessary. Another barrier may be the grade level text requirements are above the independent and instructional reading level of students.



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<p><b>Needed Resources:</b></p>	<p>Training on flexible grouping, passages that meet specific Lexile levels and fit all content areas, organizational strategy establishment and implementation, visual representation of the organizational strategy in all academic classrooms across all grade levels (RACE). Also, activities that include video or audio that is related to passages, so students have the experience to respond to prose constructed responses using multimedia. Chromebook or laptops in ELA classrooms.</p>
<p><b>Strategies and/or evidence-based interventions:</b></p>	<p>Evidence-Based Interventions: Reading Inventory, Read 180, System 44, MyOn Learning</p> <p>Strategies: During Tier I instruction, teachers will work collaboratively to ensure that all academic areas are focusing on students' abilities to cite specific text evidence. RACE Writing Strategy, Flexible Grouping, DBQs implemented into ELA curricula, Specially Designed Instruction, Literacy Centers, Use of multimedia when reading passages, CommonLit, EdCite resources to practice, SIM (Strategic Instruction Model)-Sentence Writing Skills</p>
<p><b>How will it be funded?</b></p>	<p>DBQs are funded by ELA and Social Studies departments. Literacy Centers are funded by the ELA department. PD with Dr. Katherine McKnight was also funded by the ELA department. RACE writing strategy resources will be funded by the school. Specially Designed Instruction will be funded by the Special Education department. Flexible Grouping PD will be provided by the school and ELA department. Chromebooks or Laptops-N/A</p>
<p><b>Steps towards full implementation with timeline:</b></p>	<p>Step 1: Teachers across all academic areas and grade levels will be informed on how to implement the RACE writing strategy in their classrooms-second marking period Step 2: Visual representations will be created for all teachers to include in their classrooms in order to reinforce the RACE strategy in all academic areas-second marking period Step 3: Teachers will need proper PD on how to implement flexible grouping in their classrooms-school based staff development day and planning day during second marking period. Step 4: Dr. Katherine McKnight will be visiting the school this winter to aid in literacy center instruction. Step 5: DBQs are to be implemented in the ELA curricula three times a year and four times a year in the social studies curricula.</p>
<p><b>Monitoring Procedure:</b></p>	<p>Students will be informally and formally monitored in ELA classes on skills and comprehension. Implemented in all grades this year, flex grouping students for reinforcement of skills and to improve their current abilities to respond to Prose Constructed Responses in variety of forms throughout the year, such as writing a letter, editorial, or speech using paired passages and multimedia. County-wide benchmarks that include questions based on the focused content standards will help teachers monitor progress. Benchmarks are at the end of group within the scope and sequence.</p>

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	<p>Reading Inventory-September 2019, January 2020, May 2020          Read 180 Data-Quarterly          SLO          Progress can also be monitored using CommonLit and grading responses using the updated MCAP rubric.</p>
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<b>FOCUS AREA 2:</b>	Grade 6-8 ELA, Reading for Information
Focus Area Goal	By the end of the 2019-2020 school year, the percentage of students in grades 6-8 will increase to meeting or exceeding expectations (levels 4 and 5) by 5% in the area of Reading for Informational and decrease at a level 3 by 5%.
Root Cause(s):	Students need repeated exposure of analyzing paired/multiple texts through whole groups and flex groups for informational purposes in order to cite quality evidence to provide an objective summary of the central idea that mirrors MCAP.
Focus Content Standard(s):	<p>RI.6.2.1 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.7.2.3 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Distinguish between subjective and objective summaries.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text</p>
Barriers:	Students are not receiving adequate practice with their Tier I instruction associated with evidence-based constructed responses that support an objective summary.
Needed Resources:	Materials for flexible grouping
Strategies and/or evidence-based interventions:	<p>During Tier I instruction, teachers will work collaboratively to ensure that all ELA teachers across all grade levels are focusing on students who are performing below levels 4 or 5 on the ELA MCAP, specifically for the skill of central idea. Strategies being implemented include the following: New Scope and Sequence PARCC released items included in the curriculum, Finish Line, DBQs/Mini-Qs, Flocabulary, ReadWorks, Anchor Charts, Holt-McDougal textbook materials such as Level-Up and Interactive Whiteboard Strategic Instruction Model (SIM), Brainpop, Plickers, Kahoot, Google Classroom, Best Practices Toolkit (graphic organizers), CommonLit, <i>Literacy and Learning Centers for the Big Kids: Building Literacy Skills and Content Knowledge, grades 4-12</i> by Dr. Katherine S. McKnight, interactive notebooks, RACE writing strategy, nonfiction summary writing strategy mnemonic device (IVTB - Identify Text, Verb, Topic, and Big Idea), MyOn, and Scope magazine</p>

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How will it be funded?	Strategies being implemented are funded through the school and ELA department.
Steps towards full implementation with timeline:	<p>Step 1: ELA teachers across all grade levels will implement graphic organizers to help students identify the central idea, as well as text evidence to support the central idea.</p> <p>Step 2: ELA teachers across all grade levels will implement literacy centers for practice and reteaching opportunities.</p> <p>Step 3: ELA teachers across all grade levels will implement central idea summary writing mnemonic devices (IVTB and RACE).</p> <p>Step 4: Dr. Katherine McKnight will be visiting the school this winter to aid in literacy center instruction.</p> <p>Step 5: DBQs are to be implemented in the ELA curricula three times a year and four times a year in the social studies curricula.</p>
Monitoring Procedure:	Throughout the school year, students will be informally and formally monitored in ELA classes on skills and comprehension. Implemented in all grades this year, flex grouping students for reinforcement of skills and to improve their current abilities to respond to Prose Constructed Responses in variety of forms throughout the year, such as writing a letter, editorial, or speech using paired passages and multimedia. County-wide benchmarks that include questions based on the focused content standards will help teachers monitor progress. Progress can also be monitored using CommonLit and grading responses using the updated MCAP rubric.

<b>FOCUS AREA 3:</b>	Grades 6-8, Special Needs Population
Focus Area Goal	By the end of the 2019-2020 school year, students with IEPs will increase by 5% to Approached, Met, or Exceeded Expectations ( $\geq$ Level 3) on the MCAP to close the gap between them and students that do not have an IEP.
Root Cause(s):	Typically, students with IEPs struggle with their comprehension because they are required to read and analyze texts from multiple sources that are above their reading level. They then have to use this information to develop a prose constructed response (PCR).
Focus Content Standard(s):	<p>RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
Barriers:	Tier 1 text level requirements are above the independent and instructional reading level of many of the students. This then affects their ability to comprehend and write responses that show their true mastery of a skill.

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<b>Needed Resources:</b>	Laptops in ELA classrooms, textbooks that meet the students independent reading abilities for reading groups, time for collaboration for co-teachers, and flex grouping reading materials
<b>Strategies and/or evidence-based interventions:</b>	Strategies being implemented include the following: RACE strategy to provide text support and cite evidence in written responses in all content areas, Adaptive Interactive Readers and Interactive Readers for the Scope and Sequence Tier 1 texts, Specially Designed Instruction (SDI), Flocabulary, ReadWorks, Anchor Charts, Holt-McDougal textbook materials such as Level-Up and Interactive Whiteboard, Strategic Instruction Model (SIM), Brainpop, Plickers, Kahoot, Google Classroom, Best Practices Toolkit (graphic organizers), CommonLit, <i>Literacy and Learning Centers for the Big Kids: Building Literacy Skills and Content Knowledge, grades 4-12</i> by Dr. Katherine S. McKnight, interactive notebooks, MyOn, <i>Scope</i> magazine, Read 180, and System 44.
<b>How will it be funded?</b>	The school, special education department, and ELA department will fund the needed resources.
<b>Steps towards full implementation with timeline:</b>	Step 1: Special education teachers will be given access to online resources for the Holt McDougal Tier 1 textbook (beginning of the year). Step 2: Students are assessed to be placed in Tier 3 interventions such as Read 180 and System 44. Step 3: Provide special education teachers a visual representation of the RACE strategy along with graphic organizers and rubrics (second marking period). Step 4: Provide teachers time to plan and gather materials for flex grouping (second marking period). Step 5: Dr. Katherine McKnight will be visiting the school to aid in literacy center instruction (December).
<b>Monitoring Procedure:</b>	Reading Inventory (beginning, middle, end of year), System 44 data and Read 180 data (end of each marking period), ELA benchmarks (end of the group within the Scope and Sequence), SLO, MCAP 2020

<b>Table 15</b>	<b>UDL for English Language Arts</b>
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>→ SmartBoard activities</li> <li>→ Graphic organizers, checklists</li> <li>→ Make explicit links between information provided in texts and any accompanying representation of that information in illustrations, charts, or diagrams</li> </ul>
<b>Means for Expressions:</b>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>

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<p><i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<ul style="list-style-type: none"> <li>→ Oral, visual, tactile presentation</li> <li>→ Provide sentence starters or sentence strips</li> <li>→ Provide checklists and guides for note-taking</li> <li>→ Provide graphic organizers and templates for data collection and organizing information</li> <li>→ Use story webs, outlining tools, or concept mapping tools</li> <li>→ Provide scaffolds that can be gradually released with increasing independence and skills</li> <li>→ Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> <li>→ Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> </ul>
<p><b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p> <ul style="list-style-type: none"> <li>→ Charts, calendars, schedules, visible timers, cues, etc. that can increase the predictability of daily activities and transitions</li> <li>→ Variation in pace of work, length of work sessions, availability of breaks or time-outs, or timing or sequence of activities</li> <li>→ Use prompts or scaffolds for visualizing desired outcome</li> <li>→ Differentiate the degree of difficulty or complexity within which core activities can be completed</li> <li>→ Provide alternatives in the permissible tools and scaffolds</li> <li>→ Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)</li> <li>→ Construct communities of learners engaged in common interests or activities</li> </ul>

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	→ Create expectations for group work (e.g., rubrics, norms, etc.)
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**B. MATHEMATICS**

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

To reduce the 2017 non-pass rate by 50% by the year 2030.

**Short Term Goal:** To close or reduce achievement gaps between subgroups and their counterpart.

**1. Complete data charts using 2017, 2018, and 2019 Data Results.**

TABLE 16a MATH Grade 6	2017								2018								2019								2018 to 2019 change in prof. rate		
	Level 1 or 2		Level 3		Level 4 or 5				Level 1 or 2		Level 3		Level 4 or 5				Level 1 or 2		Level 3		Level 4 or 5						
	Total #	%	#	%	#	%	#	%	Total #	%	#	%	#	%	#	%	Total #	%	#	%	#	%	#	%			

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<b>All Students</b>	175	59	33.7	52	29.7	64	36.6	214	88	41.1	73	34.1	53	24.8	189	60	31.7	56	29.6	73	38.6	13.8
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Asian</b>	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0	≤10	25	≤10	75	≤10	≤10	0.0	≤10	0.0	≤10	100.0	25
<b>Black or African American</b>	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	37.5	≤10	62.5	≤10	0	≤10	≤10	50.0	≤10	50.0	≤10	0.0	0
<b>Hispanic/Latino of any race</b>	≤10	≤10	25	≤10	25	≤10	50	≤10	≤10	20	≤10	60	≤10	20	≤10	≤10	33.3	≤10	33.3	≤10	33.3	13.3
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0	0	0	0	≤10	≤10	0	0	0	≤10	100	≤10	≤10	0.0	≤10	0.0	≤10	100.0	0
<b>White</b>	151	47	31.1	46	30.5	58	38.4	177	74	41.8	57	32.2	46	26	158	53	33.5	47	29.7	58	36.7	10.7
<b>Two or more races</b>	15	8	53.3	5	33.3	2	13.3	19	10	52.6	7	36.8	2	10.5	22	5	22.7	7	31.8	10	45.5	35
<b>Special Education</b>	22	17	77.3	2	9.1	3	13.6	29	21	72.4	7	24.1	1	3.4	25	17	68.0	3	12.0	5	20.0	16.6
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0.0	0	0	0	0	0	0	0	≤10	≤10	100.0	≤10	0.0	≤10	0.0	0
<b>Free/Reduced Meals (FARMS)</b>	94	47	50.0	28	29.8	19	20.2	115	55	47.8	40	34.8	20	17.4	101	42	41.6	28	27.7	31	30.7	13.3
<b>Female</b>	88	32	36.4	23	26.1	33	37.5	92	37	40.2	32	34.8	23	25	92	24	26.1	29	31.5	39	42.4	17.4
<b>Male</b>	87	27	31.0	29	33.3	31	35.6	122	51	41.8	41	33.6	30	24.6	91	36	39.6	27	29.7	34	37.4	12.8

<b>TABLE 16b MATH Grade 7</b>				<b>2018 to 2019 change in prof. rate</b>
	<b>2017</b>			<b>2018</b>

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	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			
	#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		
<b>All Students</b>	202	61	30.2	84	41.6	57	28.2	166	46	27.7	46	27.7	74	44.6	231	53	22.9	77	33.3	91	39.4	-5.2
<b>American Indian or Alaska Native</b>	≤10	≤10	100	≤10	0	≤10	0.0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0
<b>Asian</b>	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	20.0	≤10	80.0	-20
<b>Black or African American</b>	≤10	≤10	60	≤10	40	≤10	0	≤10	≤10	100	0	0	0	0	≤10	≤10	33.3	≤10	33.3	≤10	33.3	33
<b>Hispanic/Latino of any race</b>	≤10	≤10	0	≤10	0	≤10	1.0	≤10	≤10	0.0	≤10	33.3	≤10	66.7	≤10	≤10	42.9	≤10	42.9	≤10	14.3	-52.4
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	0.0	≤10	100.0	100
<b>White</b>	183	51	27.9	79	43.2	53	29.0	145	38	26.2	41	28.3	66	45.5	190	49	25.8	64	33.7	77	40.5	-5
<b>Two or more races</b>	11	6	54.5	3	27.3	2.0	18.2	13	4	30.8	4	30.8	5	38.5	19	8	42.1	6	31.6	5	26.3	-12.2
<b>Special Education</b>	19	15	78.9	3	15.8	1.0	5.3	18	12	66.7	5	27.8	1	5.6	24	13	54.2	9	37.5	2	8.3	2.7
<b>Limited English Proficient (LEP)</b>	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
<b>Free/Reduced Meals (FARMS)</b>	106	45	42.5	39	36.8	22	20.8	79	37	46.8	22	27.8	20	25.3	114	42	36.8	43	37.7	29	25.4	0.1
<b>Female</b>	110	35	31.8	46	41.8	29	26.4	85	26	30.6	23	27.1	36	42.4	102	28	27.5	32	31.4	42	41.2	-1.2
<b>Male</b>	92	26	28.3	38	41.3	28	30.4	81	20	24.7	23	28.4	38	46.9	129	35	27.1	45	34.9	49	38.0	-8.9

<b>TABLE 16c</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2018 to 2019</b>
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MATH Grade 8																					change in prof. rate	
	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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#		%
<b>All Students</b>	116	69	59.5	33	28.4	14	12.1	121	67	55.4	32	26.4	22	18.2	83	51	61.4	24	28.9	8	9.6	-8.6
<b>American Indian or Alaska Native</b>	≤10	≤10	100	≤10	0	≤10	0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0
<b>Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	0.0	≤10	0.0	≤10	100.0	100
<b>Black or African American</b>	≤10	≤10	100	≤10	0	≤10	0	≤10	≤10	71.4	≤10	0.0	≤10	30	≤10	≤10	100.0	≤10	0.0	≤10	0.0	-30
<b>Hispanic/Latino of any race</b>	≤10	≤10	0	≤10	100	≤10	0	≤10	≤10	100	≤10	0.0	≤10	0.0	≤10	≤10	0.0	≤10	100	≤10	0.0	0
<b>Native Hawaiian or Other Pacific Islander</b>	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
<b>White</b>	101	57	56.4	30	29.7	14	13.9	107	57	53.3	30	28.0	20	20	67	41	61.2	21	31.3	5	7.5	-12.5
<b>Two or more races</b>	7	≤10	71.4	≤10	28.6	≤10	0.0	≤10	≤10	66.7	≤10	33.3	≤10	0.0	≤10	≤10	66.7	≤10	11.1	≤10	22.2	22.2
<b>Special Education</b>	30	28	93.3	2	6.7	0	0.0	19	16	84.2	3	15.8	0	0.0	15	11	73.3	4	26.7	0	0.0	0
<b>Limited English Proficient (LEP)</b>	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
<b>Free/Reduced Meals (FARMS)</b>	77	49	63.6	21	27.3	7	9.1	71	45	63.4	16	22.5	10	10	56	33	58.9	19	33.9	4	7.1	-2.9
<b>Female</b>	47	23	48.9	16	34.0	8	17.0	65	37	56.9	14	21.5	14	20	39	27	69.2	11	28.2	1	2.6	-17.4
<b>Male</b>	69	46	66.7	17	24.6	6	8.7	56	30	53.6	18	32.1	8	10	44	24	54.5	13	29.5	7	15.9	5.9

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TABLE 16d MATH ALGEBRA I	2017								2018								2019								2018 to 2019 change in prof. rate
	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					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	77	2	2.6	10	13.0	65	84.4	85	0	0	6	7.1	79	92.9	80	0	0.0	7	8.8	73	91.3	-1.7			
<b>American Indian or Alaska Native</b>	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			
<b>Asian</b>	≤10	≤10	0.0	≤10	0.0	≤10	100	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	0.0	≤10	100.0	0			
<b>Black or African American</b>	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			
<b>Hispanic/Latino of any race</b>	0	0	0.0	0	0.0	0	0.0	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	50.0	≤10	50.0	-50			
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0.0	0	0.0	0	0.0	0	0	0	0	0	0	0	0	0	0.0	0	0.0	1	0.0	0			
<b>White</b>	70	2	2.9	9	12.9	59	84.3	78	0	0	6	7.7	72	92.3	74	0	0.0	5	6.8	69	93.2	0.9			
<b>Two or more races</b>	≤10	≤10	0.0	≤10	25.0	≤10	75.0	≤10	≤10	0	≤10	0	≤10	100	≤10	≤10	0.0	≤10	33.3	≤10	66.7	-33.3			
<b>Special Education</b>	≤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			
<b>Limited English Proficient (LEP)</b>	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			
<b>Free/Reduced Meals (FARMS)</b>	23	1	4.3	6	26.1	16	69.6	34	0	0	1	2.9	33	97.1	20	0	0.0	4	20.0	16	80.0	-17.1			
<b>Female</b>	44	1	2.3	9	20.5	34	77.3	47	0	0	4	8.5	43	91.5	41	0	0.0	4	9.8	37	90.2	-3			
<b>Male</b>	33	1	3.0	1	3.0	31	93.9	38	0	0	2	5.3	36	94.7	39	0	0.0	3	7.7	36	92.3	-2.4			

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Table 17: Cohort Growth (Middle Cohort 2024 Only)			
Percent Proficient	Grade 6 2017-2018	Grade 7 2018-2019	Growth from Grade 6 (2018) to Grade 7 (2019)
All Students	24.8%	39.4%	14.60%
Economically Disadvantaged	17.4%	25.4%	8.00%
Special Education	3.4%	8.3%	4.90%
Male	24.6%	38%	13.40%
Female	25%	41.2%	16.20%
Other subgroup			

Table 18: Cohort Growth (Middle Cohort 2023 ONLY)					
Percent Proficient	Grade 6 2016-2017	Grade 7 2017-2018	Grade 8 2018-2019	Growth from Grade 7 (2018) to Grade 8 (2019)	Growth from Grade 6 (2017) to Grade 8 (2019)

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All Students	36.6%	44.6%	44.6%	0.20%	8.20%
Economically Disadvantaged	20.2%	25.3%	21.1%	-4.20%	0.90%
Special Education	13.6%	5.6%	0%	-5.60%	-13.60%
Male	35.6%	46.9%	43.4%	-3.50%	7.80%
Female	37.5%	42.4%	46.3%	3.90%	8.80%
Other subgroup					

**2. Use current data to determine if goals from last year’s SIP were met.**

- Describe changes in last year’s focus areas.
  - Last year we focused on reducing the achievement gap with FARMS, Special Education and students with two or more races. We also focused on improving math 6 and math 7 scores.
  - Math 6 scores increased by 55.7%. Level 1 or 2 scores decreased by almost 23%.
  - Math 7 scores decreased from the previous year by 11%; however, the scores were a 51% increase from their 6th grade scores. If we take out the advanced placement students from 6th grade, the cohort still increased 34%.
    - Math 6
      - African American students gap increased 14% from the previous years 6th grade class.
      - Hispanic students gap stayed relatively the same.
      - Two or more races students gap decreased by 6.9%.
      - IEP students gap has decreased by 3%
      - FARMS has stayed the same.
    - Math 7
      - Hispanic achievement gap increased by 47%
      - Two or more races students gap increased by 7%.
      - Students with two or more races increased their pass rate by 110% (from 10.5% to 22%)

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- IEP students gap has decreased by 9%
- IEP students increased their pass rate by 145%. (from 3.4% to 8.3%)
- FARMS decreased by 5%.
- Math 7 Cohort
  - African American student's gap was 0.6%.
  - Two or more races students gap increased 3%.
  - IEP students gap has increased 10%.
  - FARMS increased their gap by 7%.

**3.**

<b>FOCUS AREA 1:</b>	Special Education Students in grades 6-8
Focus Area Goal	The IEP focus will be to increase the number of students with a score of at least 3. We will increase from 41.33% to 46%.
Root Cause(s):	General education teachers and special education teachers need more time to plan together, in order to produce lessons which benefit all students in the classroom.
Focus Content Standard(s):	All 6-8 Major content
Barriers:	Students with IEP's often struggle with fluency, which makes math tasks more difficult. Teachers need more practice with teaching students with disabilities. We cannot control variables outside the classroom. Student IEP goals are often far below and disconnected from the grade level curriculum Teachers lack diagnostic skills to determine needs of students
Needed Resources:	Diagnostic tool to assess students (more specific than Math180) Training in progress monitoring and data-based decision making

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Strategies and/or evidence-based interventions:	<p>In 6th grade, we have one group of students using “Do The Math Now,” which is a math curriculum that helps build a stronger foundation with fluency and fraction understanding.</p> <p>ACPS has provided teachers with new textbooks this year. In the textbooks, teachers are provided ways to provide work for all learners.</p> <p>Braddock has provided opportunities to speak with the Special Education department. We also have invited the special education department to team meetings. Braddock is continuously working to increase student achievement by flex grouping, and co-teaching models. We have brought in teachers to model a general education teacher and special education teacher during planning and teaching.</p>
How will it be funded?	The program is already funded by the BOE.
Steps towards full implementation with timeline:	<p>Step 1: Identify the problem (August 2019)</p> <p>Step 2: Plan or strategy to minimize the problem (November 2019)</p> <p>Step 3: Create assessments based on student’s IEP’s (Throughout the school year)</p> <p>Step:4: Monitor progress through quizzes, test, and benchmarks. (School year)</p> <p>Step 5: Create new goals when students reach their current goal.</p>
Monitoring Procedure:	IEP teachers will monitor results of weekly quizzes created towards IEP goals

<b>FOCUS AREA 2:</b>	The reduction of math scores from 5th to 6th grade.
Focus Area Goal	Last year, Braddock Math 6 had a reduction of 15% in proficiency from 5th to 6th grade scores; therefore, Braddock will focus on increasing Math 6 scores. We will increase the number of students with at least a 3 from 69.5% to 72% .
Root Cause(s):	Math 6 students have a difficult time adjusting to the pre-algebra middle school curriculum
Focus Content Standard(s):	All Expressions & Equation, and Ratio and Proportion standards
Barriers:	Students come to middle school without the mastery of prerequisite skills.
Needed Resources:	

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Strategies and/or evidence-based interventions:	Braddock has a few mathematics interventions in place. We have selected about 20 students to receive “Do The Math Now” during Co-Curricular. We have 20 more students receiving math 180 instruction during Co-Curricular. We plan on creating an extended day for students who need help completing assignments. Braddock also provides students extra practice with MCAP questions during Co-Curricular. Math 6 Teachers have received professional development in planning and instruction from supervisors and support staff. Braddock has provided opportunities for special educators to plan with general education teachers throughout the school year.
How will it be funded?	
Steps towards full implementation with timeline:	<p>Step 1: Identify students who score are in the range we are focused on improving. (September 2019)</p> <p>Step 2: Analyze the first Mathematics Inventory scores. (September 2019)</p> <p>Step 3: Give teachers data on their current roster’s performance in the previous grade. (September 2019)</p> <p>Step 4: Monitor progress of the cohort selected. (Throughout the school year)</p> <p>Step 5: Analyze the second Mathematics Inventory scores. (February 2020)</p> <p>Step 6: Provide students in an opportunity for extra mathematics instruction during co-curricular or after school.</p>
Monitoring Procedure:	We will monitor quizzes, tests, scores benchmarks and the Mathematics Inventory.

Table 19	UDL for Math
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<p>Offer alternatives for visual information - Google slides, manipulatives, speaking during focused instruction</p> <p>Clarify vocabulary and symbols - utilize math vocabulary word cards with visuals and explanations</p> <p>Guide information processing, visualization, and manipulation - GRR model of teaching, allow students to use the dynamic version of the Big Ideas textbook.</p>
<b>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</b>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<p>Use multiple tools for construction and composition - manipulatives, whiteboards, place value chip models, unifix cubes, etc...</p> <p>Guide appropriate goal-setting - differentiating instruction during flex groupings</p> <p>Enhance capacity for monitoring progress - variety of formal/informal assessments</p>

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	The Big Ideas textbook offers online manipulatives, practice, and assessments.
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	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**

**1. Complete data charts using 2018 and 2019 Data Results.**

TABLE 20 MISA Grade 8	2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students								165	16	9.7%	80	48.5%	69	41.8%	



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American Indian or Alaska Native								0	0	0	0	0	0	0	
Asian								≤10							
Black or African American								≤10							
Hispanic/Latino of any race								≤10							
Native Hawaiian or Other Pacific Islander								0	0	0	0	0	0	0	
White								148	12	8.1	71	48	65	43.9	
Two or more races								12	2	16.7	7	58.3	3	25	
Special Education								15	5	33.3	10	66.7	0		
Limited English Proficient (LEP)								0	0	0	0	0	0	0	
Free/Reduced Meals (FARMS)								80	11	13.8	53	66.3	16	20	
Female								84	9	10.7	47	56	28	33.3	
Male								81	7	8.6	33	40.7	41	50.6	

2.

<b>FOCUS AREA 1:</b>	Decrease the percentage of female students scoring a 1, 2, or 3 and increase the percentage of students scoring a 4 or 5.
Focus Area Goal	Females- Males outscored females with 17.2% more males in grade 8 passing the MISA than females.
Root Cause(s):	Females are not interested and invested in science courses.
Focus Content Standard(s):	

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Barriers:	Females are not as engaged in science class
Needed Resources:	Girls that Code club; other female related science clubs
Strategies and/or evidence-based interventions:	Girls that Code club Competitions between males and females on science labs Guest speakers targeted at science careers/fields for females- Appalachian Lab female scientists, Nurses/Doctors/Medical Professionals with strong science connections, etc.
How will it be funded?	Girls that Code- BOE funding
Steps towards full implementation with timeline:	Guest speakers will be organized throughout the 2019-20 school year January-May, 2020- Girls that Code after school club
Monitoring Procedure:	Female scores on benchmarks

<b>FOCUS AREA 2:</b>	Decrease the percentage of IEP students scoring a 1, 2, or 3 and increase the percentage of students scoring a 4 or 5.
Focus Area Goal	IEP students- Non-special education students outperformed special education students by 45.5%. We had 0 special education students pass 2019 MISA.
Root Cause(s):	A/B day was particularly difficult for special education students
Focus Content Standard(s):	
Barriers:	A/B schedule
Needed Resources:	Training on flex grouping Time to preteach vocabulary
Strategies and/or evidence-based interventions:	5-block schedule for 2019-20 school year (science will be taught daily to all students) Flex grouping in the general education classroom Preteach content vocabulary and background information
How will it be funded?	N/A

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Steps towards full implementation with timeline:	August, 2019-June, 2020- Daily Science Instruction Collaborate with special educator to determine preteaching opportunities for content vocabulary
Monitoring Procedure:	Science benchmark data; lab data

<b>Table 21</b>	<b>UDL for SCIENCE</b>
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Read e-text with Kurzweil</li> <li>● Discovery website support materials</li> <li>● NewsELA at a variety of lexile levels</li> <li>● Animations, videos, photo support</li> <li>● Hands-on experiments or simulations</li> <li>● Preteach vocabulary or unit highlights so students have a foundation to begin</li> </ul>
<i><b>Means for Expressions:</b> providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <ul style="list-style-type: none"> <li>● Paper and Pencil</li> <li>● Word Processing</li> <li>● Tech examples- PowerPoint, Movie Maker,</li> <li>● Graphic representation- poster, drawings, etc.</li> <li>● Organizer and pictures to aid recall</li> <li>● Assistive technology if appropriate</li> </ul>
<b>Means for Engagement:</b>	<b>Multiple Options for Engagement</b>

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<p><i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<ul style="list-style-type: none"> <li>● Graphic supports on directions</li> <li>● Discovery Ed video segments</li> <li>● Real world connections</li> </ul>
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**D. SOCIAL STUDIES/GOVERNMENT: Data Chart N/A for Middle Schools**

<b>Table 23</b>	<b>Universal Design for Learning for Social Studies</b>
<b>UDL Principle/Mode</b>	<b>Representation –How the teacher presents the information.</b>
<p><b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> <li>● Read e-text with Kurzweil or a like resource</li> <li>● NewsELA at a variety of lexile levels</li> <li>● Animations, videos, photo support</li> <li>● Collaborative Groups</li> <li>● Preteach vocabulary or unit highlights so students have a foundation to begin</li> </ul>
<p><b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <ul style="list-style-type: none"> <li>● Paper and Pencil</li> <li>● Word Processing</li> <li>● Tech examples- PowerPoint, Movie Maker,</li> <li>● Graphic representation- poster, drawings, etc.</li> <li>● Organizer and pictures to aid recall</li> <li>● Assistive technology if appropriate</li> <li>● Oral report</li> <li>● Choice boards</li> </ul>
<p><b>Means for Engagement:</b> <i>tap</i></p>	<p><b>Multiple Options for Engagement</b></p>

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<i>into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<ul style="list-style-type: none"><li>● Graphic supports on directions</li><li>● Video segments</li><li>● Real world connections</li><li>● Build background knowledge to give relevance</li><li>● Expert topics</li></ul>
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**E. Advanced Placement Data: N/A for Middle Schools**

**VIII. MULTI-TIERED SYSTEM OF SUPPORT**

During our September Leadership Team meeting we revisited the MTSS Practice Profile and rated each indicator. Last year, the LT decided to focus on areas within Tier I where we were not at full implementation (score of 2). The priorities for the 2018-19 school year were all within the “Collaborative Teams & Data Based Decision-Making” domain. As a team, we rated ourselves a 0 (zero) on 2 of the essential components: 1) grade level and specialized educators work in teams to monitor students progress and to plan academic instruction and intervention strategies across levels of need and 2) relevant school teams use Tier I, Tier II, and Tier III student outcome data in combination with fidelity data to assess/adapt Tier I, Tier II, and Tier III support practices. We scored ourselves a 1 (one) on the other essential component: grade level and specialized educators work in teams to monitor student progress and to plan behavior instruction and intervention strategies across levels of need. For the 2019-20 school year, we agreed that these are still priorities. We are making progress but have not reached a 2- Full Implementation.

We will be focusing on continuing 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

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decisions related to grouping, accommodations, class structure, level of support etc. We will also have data meetings with content teams across grade levels.

Teams need professional development on data analysis and how to make data-based decisions. EdCite will be a great resource. Teachers also need time to analyze the data and time to collaborate on developing next steps for students.

**IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

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

Braddock has had PBIS strategies in place since 2004-2005. The school established three school rules of “Be Here, Be Respectful, Be Responsible” to support our core values of perseverance and excellence; “Braddock BLUE (Braddock Leads with Unstoppable Excellence)”. There is an established PBIS team that includes grade level representatives, special educator, behavior specialist, guidance, administration and coach. The team meets monthly. This school year we had an initial school PBIS refresher day for staff members. We are continuing to acknowledge positive behavior with Braddock Bucks that students can use to buy lunchtime treats or spend at the school store. We also continue to use Positive Referrals and our quarterly Shining Stars Breakfast as a way to acknowledge students with sustained positive behavior. The behavior matrix and school rules are posted throughout the whole school and are used to teach PBIS lessons during the year.

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

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

Check-In/Check-out;

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

Mentoring;

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

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Special homeroom designed to give at-risk students a positive, supportive environment to begin the day;

Established the “Wisdom Room” as a therapeutic place where students can be directed or self-select to take a time-out;

Created a group for high risk males called, “Guys with Goals.” This group meets twice monthly to work on goal setting activities, creating a plan to achieve goals, mentoring, and family involvement activities.

**X. Non-Title I Schools**

**Family and Community Engagement**

**Parent/Community Involvement Needs**

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

**Parent Advisory Committee 2019-2020**

Name	Position
Molly Stewart	Principal
Laura Holland	Asst. Principal
Shawn Swisher	Asst. Principal
Tammy Fraley	Parent
Heather Thomas	Parent (PAC Rep)
Jill Crawford	Counselor

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Laura Alkire	Counselor
Jaclyn Boor	Teacher

**Parent Involvement Plan**

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

**BRADDOCK PARENT INVOLVEMENT PLAN**

**Expectations**

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

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

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



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Action Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p><b>I. Shared Decision Making</b></p> <ul style="list-style-type: none"> <li>➤ The parent involvement plan is developed with input from parents.</li> </ul>	<p>Parent representatives on Leadership Team collaborate with school staff on the development of the plan.</p> <p>A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.</p>	<b>Monthly</b>	<p>Molly Stewart, Principal</p> <p>Heather Thomas, Parent</p>
<p><b>II. Building Parental Capacity</b></p> <ul style="list-style-type: none"> <li>➤ Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments.</li> <li>➤ Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement</li> <li>➤ Ensure information is presented in a format and/or language parents can understand.</li> <li>➤ Provide full opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Orientation Day</li> <li>● Parent Conference Days</li> <li>● Coffee with the Administrators</li> <li>● Grade Level Team Parent Conferences</li> <li>● Quarterly Newsletter</li> <li>● Braddock Family/Community Facebook Page</li>   <li>● Step Up Meetings</li> <li>● Individual Conferences</li>   <li>● Our EL Teacher and Guidance Counselors reach out to parents of EL students to ensure they understand information being sent home.</li>   <li>● Our PPW, Project YES Coordinator, and</li> </ul>	<p>August, 2018 Oct., 2018 &amp; Feb., 2019 Monthly As Needed Quarterly As Needed</p> <p>May, 202 Ongoing</p> <p>Ongoing</p> <p>As Needed</p>	<p>Guidance Counselors Classroom Teachers Administrators Team Leaders</p> <p>Grade level teachers Laura Holland Molly Stewart</p> <p>Guidance Counselors Shae Winner</p> <p>Jenny Jackson, PPW</p>

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for participation of parents of students from diverse backgrounds.	Guidance Counselors develop relationships with our underserved families to ensure they are aware of school events and to encourage attendance.		Counselors Project YES Coordinator
<b>Requirements</b>	<b>Description of Activities/ Actions/Initiatives</b>	<b>Date(s)</b>	<b>Who should you contact for more information?</b>
<b>III- Review the Effectiveness</b>  The effectiveness of the school's parental involvement activities will be reviewed.	The parent involvement plan will be reviewed at Coffee with the Administrators in December.		Molly Stewart
<b>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</b>	Parents are welcomed as volunteers at Braddock. Some of the ways they volunteer are: <ul style="list-style-type: none"> <li>● PBIS incentives</li> <li>● Special events: Veteran's Day, Holiday events, student recognition events</li> <li>● Guest readers</li> <li>● Classroom helpers</li> <li>● Facebook Administrator</li> <li>● Leadership Team</li> </ul>	Ongoing	Counselors  Classroom Teachers  Administrators

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

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**Strategy #1: Grade Level “Step Up” Meetings-** Parents will be invited in May, 2020 to meet the staff of their child’s advancing grade and to learn about the course and grade level expectations.

**Strategy #2: Academic “Open House”-** Parents will be invited to attend an “open house” from 1-2 PM on Friday, December 20th. The event will allow parents to visit classrooms to see student work and classroom instruction. The music department will be showcased with choir and chorus students “caroling” in the hallways and band/orchestra set up throughout the school playing carols. All classrooms, including creative arts, will display projects and content-related student work. A brochure will be given to all parents related to academics and our SIP goals for the year.

**Strategy #3: Increase of parent conferences to ensure parents are aware of their child’s performance.** During these meetings, we will share with the parent plans to intervene at school and home to support their child in meeting grade level standards.

**XI. Professional Community for Teachers and Staff- Standard 7**

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school’s achievement gaps?

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Implicit Bias Training	Aug. 27, 2019 Braddock 8-10 AM	Entire Braddock Staff	The staff will be more aware of implicit bias and how to minimize the impact on students.	Definition of implicit bias and how it impacts groups of students	This training is to raise awareness and to open the minds of the adults that they may have implicit bias. Following the training, as a staff, we will make a plan to minimize implicit bias in our school.

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2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Ruby Payne Training and follow-up book study	Initial training will be held on 8/27/19 at Braddock. Monthly follow-up- grade level team meetings	Instructional Staff	Braddock is a 50% FARMS. Ruby Payne resources bring awareness of the impact of poverty on students. The follow-up book study will be to present actual strategies that will assist teachers in explicitly teaching students the hidden rules of school, how to express themselves appropriately, and also, strategies that teachers can use when presenting information to support students.	Teachers will understand the impact of poverty and what students may need to be successful in school. This includes instructional, behavioral, and social-emotional strategies.	Walkthrough data, teacher lesson plans, academic performance data, referral data
3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

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MCIE Cohort Training	Ongoing throughout the year	Instructional Staff	Staff will develop skills to plan for and deliver specially designed instruction that meets the needs of all learners in an inclusive setting. Ultimately, student needs will be met and all students will have access to Tier I instruction.	Coplanning and Coteaching Models, Collaboration, Specially Designed Instruction, Best Inclusive Practices	Walkthrough, progress monitoring data, achievement data
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**XII. Management Plan**

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

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

2. How will the plan be shared with parents and community members? Please include approximate dates.

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

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

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

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

The LT will review the following data: Reading Inventory; Math Inventory; ELA and Math Benchmarks; SRSS Behavior Screener and SRSS

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Progress Monitoring Tools; Office Discipline Referrals; SDI Progress Monitoring data; and student and staff survey data . The data will initially be reviewed during grade level data team meetings and the LT rep will bring a summary to LT.

5. How will administration monitor the plan?

The principal will be responsible for the “big picture” of the SIP. The principal will be part of the individual data meetings and will facilitate the LT to bring together a whole picture of performance across the school on all SIP goals. Additionally, with the LT, the principal will identify needs or adjustments throughout the year that need addressed to ensure a positive trajectory in our data.

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

The MCIE liaisons (Kathy Eirich and Whitney Hartsock) will provide assistance by attending LEADERSHIP TEAM meetings. They will also provide support by collecting and compiling data for analysis and milestones charts. The math specialist will work with classroom teachers as needed to offer differentiated instruction, to provide input in the math component of the plan, to provide feedback on student work, and to provide staff development opportunities. The reading specialist will also provide support by offering differentiated instruction techniques, input on the reading component of the plan, and provide feedback on reading milestone data.

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

<b>Name (Print and Sign)</b>	<b>Affiliation/Title</b>
<b>Molly Stewart</b>	<b>Principal</b>
<b>Laura Holland</b>	<b>Assistant Principal</b>
<b>Shawn Swisher</b>	<b>Assistant Principal</b>
<b>Tony Burns</b>	<b>Math SIS</b>
<b>Ericka McKenney</b>	<b>ELA SIS</b>
<b>Jill Crawford</b>	<b>Guidance Counselor</b>
<b>Laura Alkire</b>	<b>Guidance Counselor</b>

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<b>Amanda Nash</b>	<b>Grade 6 Team Leader</b>
<b>Karissa Brandenburg</b>	<b>Grade 6 Team Leader</b>
<b>Jaclyn Boor</b>	<b>Grade 6 Teacher</b>
<b>Julie Bonnett</b>	<b>Grade 7 Team Leader</b>
<b>Ray Short</b>	<b>Grade 7 Team Leader</b>
<b>Kelly Egros</b>	<b>Grade 8 Team Leader</b>
<b>Jennifer Engle</b>	<b>Grade 8 Team Leader</b>
<b>Sheila Griese</b>	<b>Grade 8 Teacher</b>
<b>Batina Willingham</b>	<b>CA Team Leader</b>
<b>Barbara Highland</b>	<b>CA Team Leader</b>
<b>Kathy Lockard</b>	<b>Reading Specialist/Special Education Teacher</b>
<b>Katie Simpson</b>	<b>Special Education Team Leader</b>
<b>Whitney Hartsock</b>	<b>Special Education Facilitator/MSDE Coach</b>
<b>Kathy Erich</b>	<b>Special Ed Supervisor</b>
<b>Patty Cuthbertson</b>	<b>Special Education Specialist</b>
<b>Heather Thomas</b>	<b>Parent</b>