

**Allegheny County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: Braddock Middle School

PRINCIPAL: Danny Carter

SCHOOL PROGRESS INDEX: 0.8788

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
✓	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? Yes No

Have you ever been a Blue Ribbon School? Yes No

Are you a High Poverty School? Yes No

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		3	3
Teachers		42	42
Itinerant staff	7		7
Paraprofessionals		2	2
Support Staff	5	5	5
Other	10	9	19
Total Staff	22	61	78

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are:				
• Highly qualified to teach in assigned area(s)	100%	100%	100%	100%
• Not highly qualified to teach in assigned area(s)	0	0	0	0
For those not highly qualified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building	14	13	12	11
Teacher Average Daily Attendance		94.0	95.4	92.2

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B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	n/a
African American	20	18	31
White	539	519	499
Asian	≤10	≤10	≤10
Two or More Races	32	23	23
Special Education	90	84	58
LEP	0	n/a	≤10
Males	306	298	307
Females	277	277	258
Total Enrollment (Males + Females)	601	575	565

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **49.03%**

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	0
03 Deaf	0
04 Speech/Language Impaired	≤10
05 Visual Impairment	0
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	0
08 Other Health Impaired	35
09 Specific Learning Disability	30
10 Multiple Disabilities	≤10
12 Deaf-Blindness	0
13 Traumatic Brain Injury	0
14 Autism	≤10
15 Developmental Delay	0

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III. CULTURE AND CLIMATE NARRATIVE

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 culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

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.

In narrative form, address your school’s climate and culture.

After several years with downward trending referrals, there was an increase in the number of referrals during the 2014-2015 school year. The total number of referrals (670) was exactly two hundred more than the previous school year, but still less than the 725 referrals during the 2010-2011 School year. There was a dramatic increase in the number of Classroom Disruption referrals (77 in 2013-2014, and 276 in 2014-2015). The primary reason pertains to the increase in student to teacher ratios in the classroom. Additionally, the redefining of the codes used to track discipline by the State of Maryland shifted previously different coded behaviors into the Classroom Disruption category. The redefinition of codes for discipline also skew the data regarding In-School Suspensions and Interventions. During the 2013-2014 School Year, there were 174 In-School Suspensions and All-Day Detentions Issued compared to only 21 In-School Interventions. During the 2014-2015 School Year, there were only 29 combined In-School Suspension and All-Day Detentions issued, but there were 223 In-School Interventions. Out of school suspensions increased from 67 in 2013-2014 to 93 in 2014-2015. The 38% increase in OSS consequences is lower than the 42% overall spike in referrals.

Factors that can be attributed to the difference in referrals include:

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- **Teachers and administrators strategically monitoring various locations in the building to prevent incidents and disruption.**
- **School Counselors are involved in the discipline process**
- **PBIS initiatives and endeavors positively influence student values and behaviors**
- **Project Wisdom during advisory allows teachers and students to develop rapport**
- **UDL is being utilized by teachers to meet student needs and to keep them actively engaged in learning.**

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IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Braddock will utilize SmartBoards, graphic organizers, laptop computers, and new testing software to provide students with multiple means of representation.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	Braddock will allow students to demonstrate their knowledge using SmartPAL’s, oral representation, assessments, written assignments, and homework.
<i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	Braddock will use background knowledge, subjectivity, personal relevance and culture to engage or inspire students to take control of their education.

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V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

A. Reading/ELA Data Overview

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	510	418	82	541	446	82.4	555	472	85.0
Hispanic/Latino of any race	11	≤10	64	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	na	na	na

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Asian	*	*	*	na	na	na	na	na	Na
Black or African American	24	19	79	30	24	80	37	25	67.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	441	362	82	472	397	84.1	483	419	86.7
Two or more races	22	18	82	20	13	65.0	24	18	75.0
Special Education	256	187	73	54	27	50	55	39	70.9
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	256	187	73	261	191	73.2	267	206	77.2

B. Mathematics – Proficiency Data (Elementary, Middle and High Schools)

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	565	420	74.3	541	419	77.4	555	460	82.9
Hispanic/Latino of any race	11	≤10	55	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	na	na	na

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Asian	10	≤10	90	*	*	*	na	na	na
Black or African American	25	18	72	30	19	63	37	24	64.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	441	367	83	472	373	79	483	408	84.5
Two or more races	10	≤10	70	20	15	75.0	24	17	70.8
Special Education	50	23	46	54	25	46.3	55	33	60
Limited English Proficient (LEP)	*	*	*	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	282	176	62	261	173	66.3	267	197	73.8

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

Looking at the historical data for MSA in the areas of reading and mathematics, the special education subgroups continues to perform below their target. Intervention programs like Read 180 and Math 180 are currently in place to help meet the needs of the lower performing students. Students who are eligible for Read 180 also have an English Language Arts block incorporated into their daily schedule to help bridge the gaps in reading abilities. Students in Read 180 will be monitored using the SRI test and students in Math 180 will be monitored using the SMI test. Instruction will then be modified based on student needs as a result of the assessment. All students at Braddock Middle School will benefit from the new Engrade program in which students take online assessments in science, math and ELA. Tests are based on the units of instruction and aligned to the CCRS or College and Career Reading Standards. The online assessments will provide students with experience with computer based assessment as well as provide teachers with feedback to drive instruction. Teachers

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in the areas of science and math will receive instant results of student achievement and needs. This valuable information will allow teachers to work collaboratively to increase student achievement in areas of need.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

When PARCC results become available, the School Improvement Team will examine and analyze the data for areas of need and improvement. Teachers will work collaboratively to improve instruction and prepare students for the summative assessment.

2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

Braddock Middle School teachers follow the new county curriculums based on the CCRS or College and Career Readiness Standards. These curriculums are supplied by the Board of Education and are approved by supervisors in the different content areas. Teachers follow these lesson plans and test students using county benchmarks and a calender set up by the supervisors of the various content areas. Teachers have access to test data through Engrade. These results can be utilized to drive instruction and as preparation for the PARCC assessment.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

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C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	191	126	66.1	169	124	73.4	188	138	73.4
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	≤10	≤10	100.0	*	*	*	*	*	*
Asian	≤10	2≤10	66.7	*	*	*	*	*	*
Black or African American	12	≤10	33.3	10	3	30.0	15	6	40
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	166	111	67.3	151	117	77.5	162	124	76.5
Two or more races	10	≤10	80.0	*	*	*	*	*	*
Special Education	12	≤10	25.0	17	2	11.8	19	5	26
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*

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Free/Reduced Meals (FARMS)	93	47	50.5	82	51	62.2	86	57	66.3
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1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Challenges are evident for our All Students subgroup that went from 73.4% advanced or proficient to 66.1% advanced or proficient.
Challenges are evident for our All Students subgroup that went from 73.4% advanced or proficient to 66.1% advanced or proficient.

The White subgroup went from 77.5% advanced or proficient to 67.3% advanced or proficient. The FARMS subgroup went from 62.2% advanced or proficient to 50.5% advanced or proficient. Even though the Special Education and African American subgroups made progress, their percentage of students advanced or proficient was still low compared to other subgroups.
2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
 - Currently, science is not spiraled and requires review of earth and life sciences several weeks before the actual testing occurs.
 - Students will start an MSA Science review during their co-curricular classes approximately four weeks before the test will be administered. The review will briefly cover all topics of Earth, life and physical sciences.
 - Students will also work in small groups and be involved in more hands-on activity labs where appropriate in the classroom.
 - Students will practice computer navigation of Test Nav which is used for the MSA science testing.
 - Students will participate in a keyboarding class during co-curricular class to help with their typing skills.
 - Teachers have introduced alternative methods of presenting science concepts such as Discovery Education Techbooks and Explore Learning’s GIZMO web site to offer multiple methods of learning as well as prepare students for technology based testing.

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- Teachers will also use the Engrade System of computer based testing for Benchmarks (Pretest and Posttest) and some science concepts to better prepared students for the eighth grade MSA testing in science and ultimately the Next Generation Science methods of testing.
- The afterschool program will be used to target subgroups by way of science remediation. The use of hands-on activities, demonstrations, and field trips will be available to these students.
- Students will continue to be evaluated periodically by the use of Benchmark tests.
- Students will also be evaluated by pre and posttests of Benchmarks and growth will be measured using the fifty percent student growth model as provided by the Allegany County Board of Education.
- Science teachers will implement the Skills and Processes Test as a pre and posttest to assess common core skills such as synthesis, application, and inference.
- The vertical science team will disaggregate the data to determine the strengths and weaknesses of the targeted subgroups (African American and special education).
- Teachers will develop differentiated and UDL lessons to present science concepts as well as to reteach the necessary content.

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VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools

The 2014 (2013) School Progress Index is 0.8788

This SPI places our school in Strand 5

A. Achievement – Elementary, Middle and High The Achievement Contribution Value represents your school’s performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school’s targets.

Table 17

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	77.45%	82.44%	71.95%	
2013(4) Achievement AMOs	83.42%	86.47%	70.51%	
Measure Progress Scale Values	0.9284	0.9534	1.0205	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3095	0.3178	0.3402	
Achievement Contribution Value				02902

List any content area where the Measure Progress Scale Value is less than 1. Math, Reading

Any content area listed should be addressed in the AMO Progress section of the plan.

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B. Gap Reduction – Elementary, Middle The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 84.47%	White 86.93%	White 77.08%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Education 46.30%	Special Education 50.94%	FARMS 60.00%	
This Year’s Gap (complement)	38.18%	35.99%	17.08%	
2013 Gap Reduction AMO (complement)	91.78%	80.03%	87.52%	
Measure Progress Scale Values	0.6736	0.7999	0.9474	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2245	0.2666	0.3158	
Gap Reduction Value				0.3228

List any content area where the Measure Progress Scale Value is less than 1. Reading, Math, Science

Any area listed should be addressed in the AMO Progress section of the plan.

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- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students’ growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	58.67%	71.43%	
2013 Growth AMO	80.24%	68.63%	
Measure Progress Scale Values	0.7312	1.0408	
Proportional Significance	50%	50%	
Measure Contribution	0.3656	0.5204	
Growth Contribution Value			0.2658

List any content area where the Measure Progress Scale Value is less than 1. Math

Any content area listed should be addressed in the AMO Progress section of the plan.

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VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	92.4%	Y
Grade 6	94.7%	Y
Grade 7	94.5%	Y
Grade 8	93.3%	N

Table 23: Attendance Rate	All Students					
Subgroups – School Level Data	94%	90%*	94%	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	≥93.3	≥93.5	≥95.0	≥95.0	≥94.4	≥94.2%
Hispanic/Latino of any race			*	*	≥96.6	≥95.8%
American Indian or Alaska Native			*	*	≥96.0	≥96.9%
Asian			*	*	≥96.7	≥95.9%
Black or African American			≥93.7	≥92.4	≥92.1	≥90.2%
Native Hawaiian or Other Pacific Islander			*	*	*	*
White			≥93.8	≥95.0	≥94.7	≥94.3
Two or more races			≥95.0	≥92.1	≥90.1	≥92.5
Special Education	≥89.8	≥90.4	≥94.8	≥95.0	≥91.5	≥93.4
Limited English Proficient (LEP)	*	*	*	*	≥98.5	*
Free/Reduced Meals (FARMS)	≥91.1	≥91.3	≥93.9	≥93.6	≥93.1	≥92.6

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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
 - The Grade 8 subgroup did not meet the 94% target by 0.7%.
 - The Black and African American subgroup did not meet the 94% target by 3.8%.
 - The Two or More Races subgroup did not meet the 94% target by 1.5%.
 - The Special Education subgroup did not meet the 94% target by 0.6%.

1. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
 - Students with excessive absences are brought to the attention of guidance and then administration. Targeted students will be monitored by Lori Sadler, Truancy Prevention Coordinator.
 - Braddock added additional attendance policies as a proactive approach to reduce the number of students who are excessively absent and/or tardy. Braddock personnel contacts home if a student misses three consecutive days and after 5 unexcused day absent
 - Daily attendance is monitored by Darlene Fletcher and calls are made home if a student is absent.
 - Braddock increased their efforts in the PBIS program earning the school Maryland PBIS Gold Recognition.

2. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Braddock has an attendance policy in place that is more proactive in notifying parents when students are absent. Phone calls and letters are made prior to notification by the county.

IX. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13!.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for 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.

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

a. How many students were identified as habitual truants?

- Attendance rate 94.7%
- More than 20 days absent: 6.8% or 39/574 students
- Fewer than 5 days absent: 30.8 or 177/574 students

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

- Students with excessive absences are brought to the attention of guidance and then administration. Targeted students will be monitored by Lori Sadler, Truancy Prevention Coordinator.
- Braddock added additional attendance policies as a proactive approach to reduce the number of students who are excessively absent and/or tardy. Braddock personnel contacts home if a student misses three consecutive days and after 5 unexcused day absent
- Daily attendance is monitored but Darlene Fletcher and calls are made home if a student is absent
- Braddock increased their efforts in the PBIS program earning the school Maryland PBIS Gold Recognition.
- Lori Sadler makes home visits and parental contacts with parents of habitually truant students

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

After several years with downward trending referrals, there was an increase in the number of referrals during the 2014-2015 school year. The total number of referrals (670) was exactly two hundred more than the previous school year, but still less than the 725 referrals during the 2010-2011 School year. There was a dramatic increase in the number of Classroom Disruption referrals (77 in 2013-2014, and 276 in 2014-2015). The

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primary reason pertains to the increase in student to teacher ratios in the classroom. Additionally, the redefining of the codes used to track discipline by the State of Maryland shifted previously different coded behaviors into the Classroom Disruption category. The redefinition of codes for discipline also skew the data regarding In-School Suspensions and Interventions. During the 2013-2014 School Year, there were 174 In-School Suspensions and All-Day Detentions Issued compared to only 21 In-School Interventions. During the 2014-2015 School Year, there were only 29 combined In-School Suspension and All-Day Detentions issued, but there were 223 In-School Interventions. Out of school suspensions increased from 67 in 2013-2014 to 93 in 2014-2015. The 38% increase in OSS consequences is lower than the 42% overall spike in referrals. Braddock does not have high numbers of referrals that are coded for harassment or sexual harassment. For the school year 2013-2014, we had 1 harassment and 0 for sexual harassment. For the year 2014-2015 we had 5 for harassment and 0 for sexual harassment. Of those five, two were from one student and both occurred on a school bus. For the code of bullying Braddock had zero referrals coded for bullying for the school years of 2013-2014 and 2014-2015. These numbers may also be skewed due to the change in Maryland’s redefining of the codes, however, due to the low numbers Braddock has no specific plan in place to reduce these numbers. We will continue to monitor the situation and act accordingly.

XII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

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

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

Braddock Middle School has been a PBIS school since the 2004-2005 school year. Braddock has earned recognition status since 2010, and has been awarded “GOLD” recognition for the last two school years. Prior to students returning in August, teachers are reoriented to PBIS practices during school-based professional development. Teachers are provided resources in their Teacher Handbooks to teach and implement PBIS in their classrooms. Once students return, homeroom teachers review the Braddock PBIS expectations: Be Here, Be Respectful, and Be Responsible. Students are retaught PBIS expectations as needed throughout the school year through classroom

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lessons and morning announcements. Also, throughout the entire building, posters are displayed as reminders of the PBIS expectations. Student behavior is reinforced by staff using “Braddock Bucks”. Braddock Bucks are used to purchase items of high student interest during Monday Sundae, Tuesday Pickle, Friday Token, and Santa Shop events. Braddock Bucks may also be used at our school store to purchase school supplies. On a quarterly basis, Braddock recognizes “Shining Stars” at a breakfast that parents are invited to attend. Shining Stars are nominated by homeroom teachers as students who exemplify the PBIS expectations. Shining Stars are also recognized on the morning announcements and on the Braddock Wall of Shining Stars by the cafeteria. Braddock is currently implementing Project Wisdom, a character education program, during daily morning announcements and monthly advisory periods. During the advisory periods, students are placed into smaller groups and assigned a mentor. The mentor uses Project Wisdom curriculum to reinforce the PBIS expectations. The PBIS program is supported by the PBIS team, which consists of administration, guidance, school-improvement specialists and representatives from each grade level, creative arts and special education. The team meets on a monthly basis to examine discipline data and discuss strategies for improving student behavior and school climate.

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XIII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

Braddock Middle School grade eight students will show growth on a comprehensive daily vocabulary program test after participating in a unit of instruction focused on academic vocabulary and based on the CCRS standards. Students will be assessed using a pre-test during the first quarter and will receive instruction during quarters 1-3. Student growth will be measured during the third marking period using the comprehensive vocabulary post-test.

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

Vocabulary instruction had been a focus for instruction by the grade eight teachers in previous years and by the English Language Arts Supervisor. On the school level it has become an initiative for all the students, with grade 8 placing extra emphasis on vocabulary development. Students are pre-tested at the beginning of the year to determine program necessity and student strength and weaknesses. Data from the pretest shows that grade 8 students do not perform well on the pretest and did not have mastery of the academic vocabulary words.

How does the SLO support School Improvement Needs and/or Goals?

The School Improvement Plan sets goals to prepare 100% of students to be college and career ready by graduation. The SLO is focused on grade 8 students who are being assessed on Maryland's College and Career Readiness Standards and will be required to take the PARCC test during their eighth grade year.

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

Braddock Middle School grade eight students will show growth on the vocabulary test focused on CCRS standards and vocabulary. This growth will be measured during the first marking period using a pre-test and during the third quarter using a post-test.

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PRINCIPAL SLO 2

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

The focus for Maryland high schools is to have every student college or career ready; therefore, the middle schools must prepare students for success in High School. In order to be college or career ready in mathematics, students must master basic algebraic concepts. Our focus of the SLO is ensuring that each student leaving Braddock Middle School is prepared to succeed at algebra in high school. Since there are students in 8th grade enrolled in algebra, we will focus the SLO on 8th grade students in the math 8 classroom.

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

Last year the 8th grade students had 74% attainment on the 2nd quarter benchmark standards. The students averaged a 67% on the 2nd quarter benchmark. With a focus on college and career readiness, we will evaluate students on their performance in the standards that most exemplify algebraic standards. The baseline data will be collected from the pre-test score of the benchmark.

How does the SLO support School Improvement Needs and/or Goals?

The School Improvement Plan sets goals of reducing the percent of non-proficient students for each subgroup and overall performance in mathematics. The SLO supports School Improvement goals by focusing on students who are identified as non-proficient or not ready for algebra.

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

Braddock Middle School will examine each 8th grade student in Math 8 by analyzing their pre and post-test comparisons. Attainment will be calculated using the individual growth calculator. Full attainment is more than 70% of students will show sufficient growth, partial attainment is 55% to 69% of students will show sufficient growth, and insufficient attainment is fewer than 55% of students showing sufficient growth.

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XIV. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

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

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.

Braddock Middle School offers many opportunities for parental/community involvement over the course of the school year. Prior to the start of school, 6th grade orientation is held for incoming students and parents. This event has excellent participation; of the 219 students starting 6th grade for the 2015-2016 school year, 118 students and 133 parents attended, or 54.8% participation. In August, letters are sent home asking for parent volunteers for the Monday Sundae, Tuesday Pickle, school dances, Santa Shop and Field Day events. For the 2015-2016 school year, 72 students returned the parent volunteer form with a total of 69 parents indicating an interest to volunteer. During the 2014-2015 school year, 67 students returned the parent volunteer form with a total of 60 parents. During the 2014-2015 school year, parent volunteers spent 168 hours on Monday Sundae events, 120 hours on Tuesday Pickle events, 36 hours at school dances, 12 hours at Santa Shop, and 114 hours at Field Day. The Shining Star breakfasts also have excellent parent participation. During the 2014-2015 school year, 81 students were recognized as Shining Stars and were invited, along with family members, to attend the breakfast. Of those 81 students, 80 students participated, while 63 students had at least one family member in attendance (77.8% participation), with a total of 84 family members attending.

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Parent Advisory Committee 2015 – 2016**

Name	Position
Amy Klemm	Parent Representative
Lisa Chaney	Alternate Parent Rep.
Paula Summerfield	Parent
Kelly Egros	Teacher
Danny Carter	Principal

Non Title I 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 MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

Braddock Middle School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, 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

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III – Formal and informal evaluation of the effectiveness of parent involvement 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 the AMO target for 2015-2016.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>I - Shared Decision Making</p> <ul style="list-style-type: none"> The parent involvement plan is developed with input from parents. 	<ol style="list-style-type: none"> Ensure parents are active and important members of SIT and PAC for Braddock. Ensure parents are an active part of the PBIS committee 	<p>Ongoing Monthly</p>	<p>Sarah Gee, Laura Alkire Laura Alkire</p>
<p>II- Building Parental Capacity</p> <ol style="list-style-type: none"> Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments. 	<ol style="list-style-type: none"> Present new textbooks, CCSS and new curriculum on parent conference day to help parents better understand the academic content standards and academic achievement. Publish articles in the monthly newsletter to help parents better understand the Maryland Common Core State Standards and state and local academic assessments. 	<p>Oct. 2015 Feb. 2016 Monthly</p>	<p>Classroom Teachers Jennifer Engle</p>

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<p>2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</p>	<p>1. Provide an orientation to the parents of all incoming grade 6 students to provide them with training to ensure their child's academic success.</p> <p>2. Invite parents of Math Counts students to a presentation aimed at helping them better understand the program and how it can improve their child's academic achievement.</p>	<p>August 2015</p> <p>May 2016</p>	<p>Sarah Gee Laura Alkire</p> <p>Ray Short</p>
<p>3) Ensure information is presented in a format and/or language parents can understand.</p>	<p>1. Continue posting current grades and use the online grade system as a tool to help parents and teachers better communicate. Also, participate in county wide parent conference days that allow teachers and parents to meet one-on-one for the ensured success of the students.</p> <p>2. Provide parents with a detailed syllabus outlining each course in which a student is enrolled.</p>	<p>Ongoing</p> <p>August 2015</p>	<p>Teachers</p> <p>Teachers</p>
<p>4) Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>1. Recognize students who are exemplary models in following PBIS rules and students who are steadily improving following these rules during Shining Star Breakfasts.</p>	<p>Quarterly</p>	<p>Laura Alkire Sarah Gee</p>

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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>III- Review the Effectiveness</p> <ul style="list-style-type: none"> The effectiveness of the school's parental involvement activities will be reviewed. 	<ol style="list-style-type: none"> Require volunteers to log their time into a binder in the main office which will provide data necessary to evaluate the effectiveness of the parent involvement program in the school. Ask parents to complete a questionnaire concerning the volunteer program in the school which will also provide data necessary to evaluate the effectiveness of the program. 	<p>Ongoing</p> <p>May 2016</p>	<p>Office staff</p> <p>Sarah Gee Laura Alkire Jennifer Engle</p>
<p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</p>	<ol style="list-style-type: none"> Provide survey sheets to every student in the building soliciting parent volunteers and asking the parents to choose the areas they think would be the most effective, while also, detailing areas in which the school really needs volunteer support. Utilize parents as chaperones. 	<p>Sept. 2015</p> <p>ongoing</p>	<p>Office staff Laura Alkire</p> <p>Grade Level Teams Laura Alkire</p>

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XVI. TELL SURVEY

Evaluation: Braddock Middle School cannot evaluate the results of the previous TELL survey because too few teachers took the 2015 survey.

2015 TELL Survey

Survey Factor (Domain)	Instructional Practices and Support
Item Number	Q9.1b
Item Statement	Local assessment data are available in time to impact instructional practices
School %	
County %	76.7%
State %	80.7%

Strategy: To enhance the school environment and improve teaching conditions related to the <u>Instructional Practices and Support</u> factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Processing time for local Assessments	Engrade benchmark grading	Teachers	End of each quarter

New Goal: After reviewing Instructional Practices and Support, we have determined that Braddock Middle School will focus our attention to local assessment data. The county has implemented a new benchmark software that will assist our school in receiving benchmark data more efficiently. Teachers will have access to results instantly. There will be some classes that require teacher graded responses but overall, the process will save time for teachers. The benchmark software will also allow teachers to view an item analysis to determine which questions the student found to be the most difficult. In math classes, teachers can also analyze by their content area standards.

The average percent for teachers' favorable responses will increase from _____% in 2015 to 80% in 2017.

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Section XVII. MANAGEMENT PLAN

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

The chairpersons of the SIT will conduct meetings to share the plan with faculty and staff. As benchmark milestone data is collected or revisions are made, the SIT will discuss the modified/revised SIP with faculty and staff during faculty meetings, team meetings, and/or vertical team meetings.

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

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

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

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

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

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

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

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

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

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

7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?

LEA representatives will meet with schools each marking period as needed to review School Improvement Plans, academic progress and professional development activities. The LEA will address any omissions or inadequacies in the plan in writing as feedback to the school. The LEA will also provide technical assistance when needed.

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

October 1-20, 2015	Meet with members in small groups to discuss sections and get input
October 20, 2015	Meet to revise and edit plan
October 24, 2015	Share completed parts of the plan.
November 2015	Share plan as reviewed by the Central Office. Make revisions/additions according to data.
	Place plan on Z drive for faculty access
November 7, 2015	Make revisions/additions according to data presented.
January 7, 2016	Make revisions/additions according to data presented.

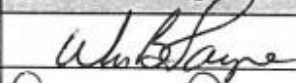
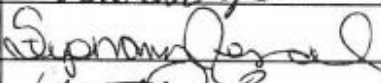

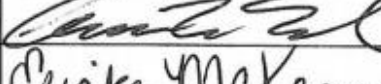
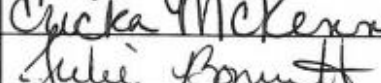
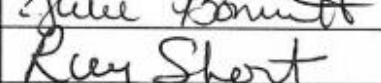
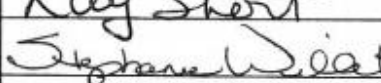
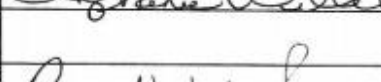
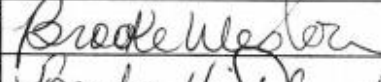
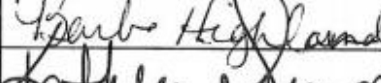
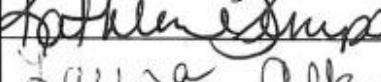

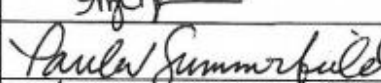
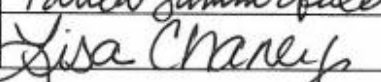
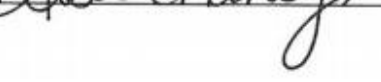

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February 13, 2016

Make revisions/additions according to data presented. Plan for test prep
PARCC

March 13, 2016

Make revisions/ additions according to data presented

Name	Position	Signature	Date
William Payne	Assistant Principal		10/30/15
Stephany Reynard	Co-Chair		10/27/15
Anthony Burns	Co-Chair		10/27/15
Amanda Nash	Science teacher		10/30/15
Ericka McKenney	ELA teacher		10/30/15
Julie Bonnett	Math teacher		10/26/15
Ray Short	Math teacher		10/30/15
Stephanie Willetts	Science teacher		10/30/15
Kelly Egros	Science teacher		10/30/15
Brooke Weslow	Art teacher		10/30/15
Barb Highland	PE teacher		10/30/15
Katey Simpson	Special Educ. teacher		10/30/15
Laura Alkire	Guidance counselor		10/30/15
Amy Klemm	Parent Representative		10/30/15
Paula Summerfield	Parent Representative		10/30/15
Lisa Chaney	Community Representative		10/30/15