

Allegany County Public Schools
2025-2026 School Improvement Plan for Middle Schools

School: **Braddock Middle School**

Principal: **Dr. Eric Van Slyke**

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I. VISION, MISSION, AND CORE VALUES

Mission Statement

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

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

Vision

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

Core Values

The Braddock school community is committed to the following core values:

3 Cs: CONNECTION-COLLABORATION-COMMUNICATION

These CORE values are foundational to creating an environment where all staff, students, and families can partner in achieving our vision and mission.

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2024-2025 MD Report Card Star Rating (the number represents stars earned)	1	2	3	4	5
	No			Yes	
Is this school identified as Target Support of Improvement (TSI)?	X				
If yes, state the identified subgroup(s).					
Is this school identified as Additional Target Support of Improvement (ATSI)?				X	
If yes, state the identified subgroup(s).	Special Education				
Is this school identified as Comprehensive Support and Improvement (CSI)?	X				
If yes, state the identified area.					
Is this school identified as Low Performing?	X				

A response of yes to any of the above requires the plan to include a specific focus on the identified subgroup(s). Goals should be specific with evidence-based practices supporting the strategies and action steps. The process must ensure that all teachers are implementing the strategies with fidelity. Documentation must include ongoing monitoring of progress and improvement.

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	1	2	3
Teachers	1	41	42
Itinerant staff	0	3	3
Paraprofessionals	0	7	7
Support Staff	0	7	7
Other			
Total Staff	2	60	62

Number of years the principal has been in the building? <1

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	≤10	N/A
Hawaiian/Pacific Islander	≤10	N/A
African American	33	5.94%
White	435	78.24%
Asian	≤10	N/A
Hispanic/ Latino	23	4.14%
Two or More Races	58	10.43%
Special Education	91	16.37%
LEP	0	0.00%
Males	291	52.34%
Females	265	47.66%
Gender X	≤10	N/A
Total Enrollment	556	100%
FARMS Rate (2024-2025)	87.48%	

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
Grade 6	90.6%	90.2%	91.4%
Grade 7	86.6%	90.1	89.3%
Grade 8	87.7%	87.1%	89.6%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	89.3%	89.1%	90.1%
Hispanic/Latino of any race	88.5%	88.1%	86.3%
American Indian or Alaska Native	85.6%	NA	NA
Asian	95.8%	96.6%	NA
Black or African American	89.5%	86.2%	90.5%
Native Hawaiian or Other Pacific Islander	NA	NA	NA
White	89.5%	89.7%	91.0%
Two or more races	88%	85.4%	84.1%
Male	89%	89.7%	90.0%
Female	89.8%	88.4%	90.2%
EL	95%	96.7%	96.1%
Special Education	85.2%	85.6%	87.7%
Free/Reduced Meals (FARMS)	86.3%	86.5%	87.4%

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Chronically Absent

Chronically absent is defined as missing 10% or more of the days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2023	2024	2025
Not Chronically Absent (percentage)	60.85%	62.8%	65.9%
	359	364	339
Report Card Points Earned (out of 15)	6	2.5	3.5

ATTENDANCE FOCUS AREA 1: Grade Band (s) or Subgroup (s)	The goal is to improve the attendance rate by 5% in grades 6-8 through the use of targeted interventions.
Focus Area Goal	To improve the attendance of two or more races students by 5% by comparing the percentages from School Year 24-25 to School year 25-26.
Root Cause(s):	● Lack of academic skills for school success ● Social and emotional development with regard to the importance of attending school ● Lack of confidence in families to support their students
Barriers:	● Building relationships with families ● Familial needs with regard to school success
Needed Resources:	● Partnerships with school and community representatives to build relationships with families ● Relationship building with at least one adult at the school-based level ● Incentive programs at the school-based level

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Strategies	● Provide resources and opportunities for family engagement ● Provide family and parent engagement after-school activities ● Provide information with parents, students, and school staff ● Attendance rewards built within the school.
How will it be funded?	PBIS funds, COP funds, and Local funds
Steps towards full implementation with timeline:	● Early identification of students “at risk” of becoming habitually absent. At PST, we identified students missing 5 days or more at the end of the first marking period. These students will be monitored and moved to a Tier II attendance plan as needed. ● Project YES- Man Cave and Girls’ Empowerment Project Yes coordinator has created a group called “Man Cave” and a “Girls’ Empowerment Group” that have breakfast together during certain days of the week. These students gain points in their respective groups for attending breakfast. Students are monitored on a weekly basis and earn points on their individual goal charts. In addition, these charts are discussed weekly at the PST meeting. ● Welcoming Environment- Office and front line staff will greet tardy or absent students with a welcoming message rather than any negative comments. ● Student Solutions Students will be monitored weekly at grade level Student Solutions. ● Lunch Groups School counselors have established lunch time small groups to target a group of students with identified social and emotional needs. The intent of these groups is to practice social skills, self-esteem building and peer relationships. Identified students can be based on 504 plans and/or IEP goals and interventions. ● Attendance Works- Utilize the “Understanding the Root Causes for Student Absenteeism” for all students missing 10% or more school days each month. Implement strategies to best address the determined need(s) of the chronically absent student from Future Ed’s “Attendance Playbook: Smart Strategies for Reducing Student Absenteeism Post-Pandemic.”

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- **Year-Long attendance recognition-** Each morning, during announcements, classrooms and grades with the highest attendance rate from the previous day are announced. At the end of each nine weeks, the grade with the highest attendance rate is recognized with a classroom pizza party.
- **Attendance Recognition Party-** Students who are on track to reach their individual annual attendance goal of 94% or higher receive a Recognition Party. These students' names are added to a bi-weekly drawing. Chick-fil-a, Sheetz, and Walmart gift cards are given to student winners. In addition, students may also use cards to purchase ice cream in the cafeteria.
- **Brochures-**Three times a year, middle school students are given "Expect Regular Attendance" and "Middle School Success" brochures to take home to discuss strategies with parents.
- **Targeted drawings-** Beginning second semester, targeted drawings will begin to occur.
- **Tiered Response Form-** The Pupil Service Team designed a Tiered Response Form to address absenteeism. Designated staff are assigned duties of response based on the number of absences a student has acquired. The goal of the Tiered Response form is to intervene when possible to change behavior that leads to absenteeism. Provided below is an example of the headings and how each student transitions through tiers. This allows the PST team to:
 1. Focus on students' needs at each level.
 2. Make informed decisions prior to moving a student to the next Tier.
 3. Review all information before moving a student to Tier 3, where charging or more punitive steps occur.

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	MID ATTE NDAN CE	GRAD E	Date	Total	Unexc used	Tier 1 (secre tary)	Notes	Next Tier	Tier 2 (guidance counselor)	N ot es	Next Tier	Tier 3 (vice princi pal)	Notes
	● Attendance Contracts- With regard to Tier 2, meetings are scheduled where parents and students meet with the guidance department and administration. The objective for these meetings is to develop independent family strategies to improve student attendance. During these meetings, attendance contracts are developed and signed. ● Home Visits- The school PPW will make home visits to investigate possibilities of truancy.												
Monitoring Procedure:	Attendance is monitored through the MTSS process. ● Phone calls are made after a student misses two days of school. ● Students meet with the school guidance counselor to discuss causes for absences.-strategies such as check in/check out are implemented. ● A conference with parents is scheduled.												

ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Attendance for grade 6-8.
Focus Area Goal	Improve attendance from 2024-25 to 2025-26.
Root Cause(s):	Misconceptions about the value of school attendance and the impact of absences. Possibly cultural differences that need to be addressed.

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Barriers:	Perceived value of school attendance.
Needed Resources:	● Provide resources for family engagement ● Provide family and parent engagement after-school activities ● Provide information with parents, students, and school staff ● Attendance rewards built within the school.
Strategies:	● Provide resources for family engagement ● Provide family and parent engagement after-school activities ● Provide information with parents, students, and school staff ● Attendance rewards built within the school.
How will it be funded?	PBIS funds, COP funds, and Local funds
Steps towards full implementation with timeline:	● Beginning-of-the Year Parent Meeting- Families are provided with brochures and a program explaining the importance and value of attending school each day. In addition, parents are provided information fact sheets that show how missing school affects overall learning. ● Year-Long attendance recognition-Each morning, during announcements, classrooms and grades with the highest attendance rate from the previous day are announced. At the end of each nine weeks, the grade with the highest attendance rate is recognized with a classroom pizza party. ● Attendance Recognition Party- Students who reach their individual attendance goal of 94% or higher receive a Recognition Party. These students' names are added to a bi-weekly drawing. Chick-fil-a, Sheetz, and Walmart gift cards are given to student winners. In addition, students may also use cards to purchase ice cream in the cafeteria. ● Brochures-Three times a year, middle school students are given "Expect Regular Attendance" and "Middle School Success" brochures to take home to discuss strategies with parents.

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- **Targeted drawings-** Beginning second semester, targeted drawings will begin to occur.
- **Tiered Response Form-** The Pupil Service Team designed a Tiered Response Form to address absenteeism. Designated staff are assigned duties of response based on the number of absences a student has acquired. The goal of the Tiered Response form is to intervene when possible to change behavior that leads to absenteeism. Provided below is an example of the headings and how each student transitions through tiers. This allows the PST team to:
 1. Focus on students' needs at each level.
 2. Make informed decisions prior to moving a student to the next Tier.
 3. Review all information before moving a student to Tier 3, where charging or more punitive steps occur.

MIDDLE ATTENDANCE	GRADE	Date	Total	Unexcused	Tier 1 (secretary)	Notes	Next Tier	Tier 2 (guidance counselor)	Notes	Next Tier	Tier 3 (vice principal)	Notes
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- **Attendance Contracts-** With regard to Tier 2, meetings are scheduled where parents and students meet with the guidance department and administration. The objective for these meetings is to develop independent family strategies to improve student attendance. During these meetings, attendance contracts are developed and signed.
- **Home Visits-** The school PPW will make home visits to investigate possibilities of truancy.

Monitoring Procedure:

Attendance is monitored through the MTSS process.

- Phone calls are made after a student misses two days of school.

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	• Students meet with the school guidance counselor to discuss causes for absences.-strategies such as check in/check out are implemented. • A conference with parents is scheduled.
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IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2022-2023	2023-2024	2024-2025
Total Referrals	722	614	621
All Suspensions	132	126	139
In School	0	0	1
Out of School	132	126	138
Sexual Harassment Offenses	0	2	3
Harassment/Bullying Offenses	14	20	18

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.

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At Braddock, we have seen an increase in the number of total referrals from 2023-24 to 2024-25. The increase in total number of referrals due to the influx of new teachers.

The plan to reduce the number of referrals is as follows:

- Increased concentration on schoolwide PBIS program
- Refresher/Booster PBIS overviews of rules and expectations
- Consistent schoolwide language of PBIS
- Increased PBIS rewards/incentives for positive behavior and attendance
- Increased mental health support/ Support counselor
- Established and enforced consistent learning norms in all classroom spaces
- Increased visibility of teachers in hallways at class changes
- Increased presence of administration in the hallways when possible

VI. EARLY LEARNING (Elementary Only)

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

Long-term Goal: To prepare 100% of students to be college and career-ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

Short-term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

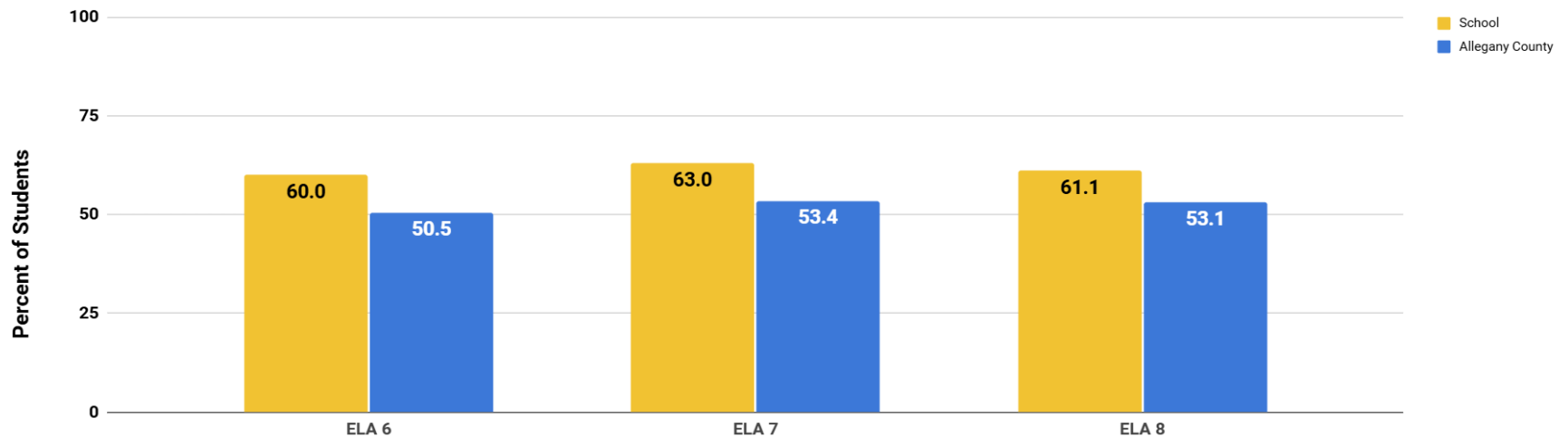
MD Report Card Data (to be filled in after the release of the 2025 Report Card in December)

2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2.8	3.1

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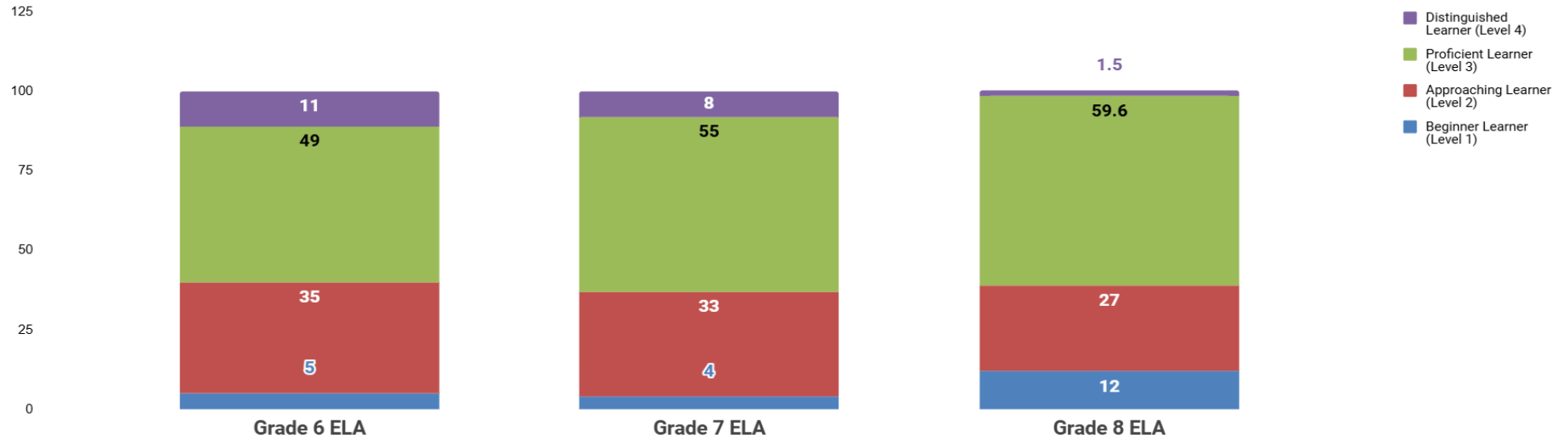
ELA Average levels out of 5	3.2	3.3
ELA Growth out of 12.5	5.5	7.5
Total ELA Report Card Points out of 22.5	11.5	13.9

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph, and cohort graph
Braddock Middle 2025 ELA Proficiency Rates



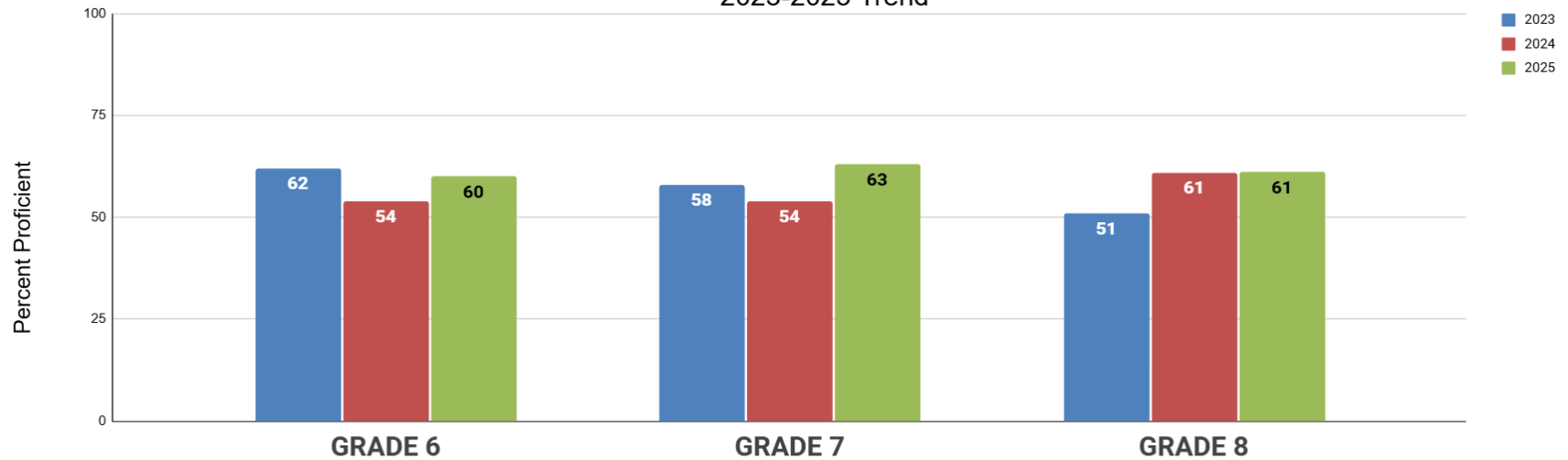
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Braddock Middle School 2025 MCAP ELA Proficiency Levels



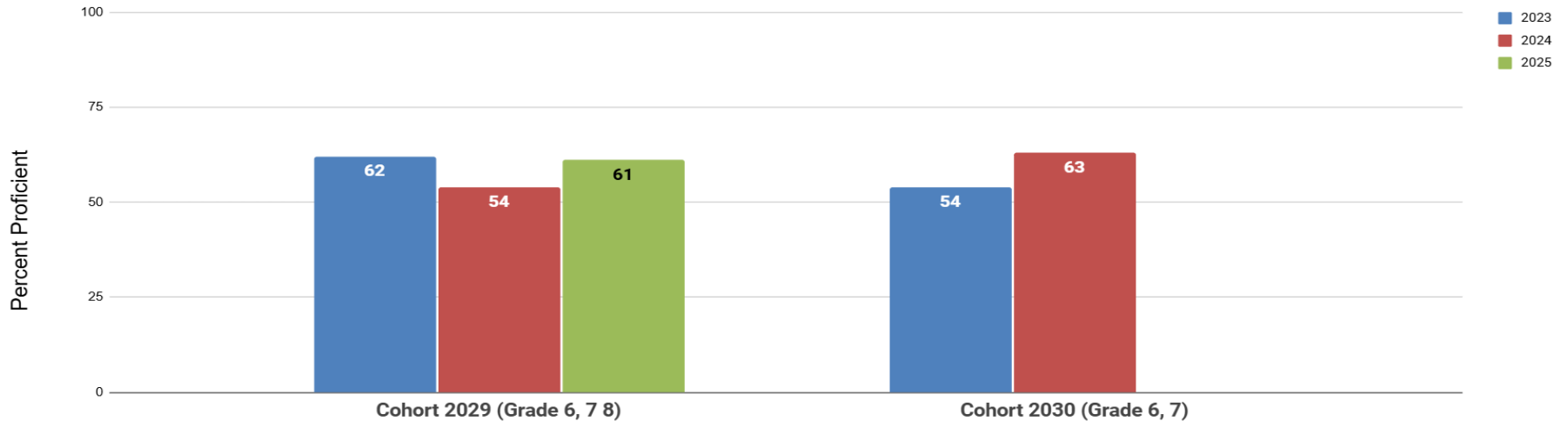
Braddock Middle ELA Proficiency Trend

2023-2025 Trend



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Braddock Middle ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Grades 6-8, Special Education Subgroup
Focus Area Goal	By the end of the 2025–2026 school year, the percentage of students in the Special Education subgroup scoring Proficient or Distinguished Learner ($\geq$ Level 3) on the MCAP will increase from 38% to 43% , in order to close the achievement gap between them and students who are not in the Special Education subgroup.
Root Cause(s):	Typically, students with IEPs struggle with reading comprehension and writing because they are required to read and analyze texts from multiple sources that are often above their reading level, then use that information to develop a written essay. Additionally, limited vocabulary knowledge further impairs their ability to comprehend and respond effectively to complex texts. IEP and 504

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	students also have diverse and significant learning needs that require consistent, targeted scaffolding and differentiated instruction. Furthermore, teachers often lack the necessary pedagogical skills and strategies to effectively deliver high-quality instruction for high-need learners, contributing to ongoing gaps in writing performance.
Focus Content Standard(s):	RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Barriers:	Varied Reading and Writing Levels Within the Subgroup: Special Education students demonstrate a wide range of literacy abilities, making it challenging to ensure all students meet RL.1 and RI.1 standards for citing evidence to support analysis of literary and informational texts. Limited Instructional Time for Targeted Writing Support: Insufficient time is available to provide individualized instruction that reinforces RL.1 and RI.1 skills, such as identifying and citing textual evidence. Low Confidence and Writing Stamina: Many students lack the persistence and self-efficacy needed to complete writing tasks that require textual analysis and evidence-based responses aligned to RL.1 and RI.1 standards. Insufficient Differentiation in Writing Instruction: Teachers require additional strategies, scaffolds, and professional development to support students in meeting RL.1 and RI.1 expectations, including analyzing text, citing evidence, and writing coherent responses. Inconsistent Implementation of Evidence-Based Writing Practices: Strategies that teach organization, elaboration, and evidence integration are not consistently applied, which limits students' ability to meet RL.1 and RI.1 writing expectations. Limited Familiarity with MCAP Writing Expectations: Students have not fully internalized the rubric

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	criteria for evidence-based writing, including the RL.1 and RI.1 standards, resulting in weak citation and analysis skills. Lack of Structured Feedback and Revision Opportunities: Students are not consistently guided through feedback and revision cycles, which restricts growth in writing tasks aligned to RL.1 and RI.1 standards.
Needed Resources:	● High-interest, leveled mentor texts for informative/explanatory writing. ● Graphic organizers and sentence frames. ● Writing checklists/rubrics aligned to the standard. ● Access to technology for drafting and revising (e.g., Google Docs with text-to-speech support).
Strategies:	1. Evidence-Based Writing Strategies: ● Implement the RACE strategy across all content areas to teach students how to respond to text-supported questions with clear reasoning and evidence. ● Provide interactive anchor charts, peer coach videos, and model essays to explicitly demonstrate organization, elaboration, and evidence integration. ● Use Notice & Note strategies by Kylene Beers and Robert E. Probst to develop critical thinking, comprehension, and analysis skills. 2. Differentiated Instruction and Scaffolding: ● Offer adapted texts and summaries with targeted passages for students who require additional support. ● Incorporate read-aloud audio and reader's choice texts with varied Lexile levels to increase access to grade-level content. ● Utilize interactive vocabulary and grammar lessons and cross-curricular annotation systems to

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support comprehension and writing development.

3. Targeted and Individualized Support:

- Provide Reading Lab, i-Ready pathways, i-Ready Phonics, Read Live Naturally interventions, using mid-year creative scheduling for qualifying students.
- Deliver Specially Designed Instruction (SDI), co-teaching, and modeling by literacy coaches to scaffold instruction and address diverse needs.
Engage students in SMART goal development tied to MCAP performance and diagnostic data to build accountability and growth.

4. Professional Learning and Teacher Support:

- Conduct weekly collaborative planning between ELA and SPED teachers for lesson design and scaffolding resources.
- Offer individualized planning sessions, coaching, learning walks, and targeted feedback to support teacher implementation of strategies.
Promote internalization of curriculum, exemplar learning targets, and success criteria to improve fidelity and instructional consistency.
- After-school Collaborative Planning time will be utilized to present strategies from the ATSI Conference.

5. Extended and Independent Learning Opportunities:

- Extend core classroom instruction with targeted lessons, interactive notebooks, and i-Ready independent reading activities.
- Provide additional teacher or coach-created resources to address curricular gaps and reinforce skill development.
- Improve students' response to ongoing formative assessments to guide instruction and

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	monitor growth.
Evidence-Based Practice	1. As the year progresses, students with IEPs will transition from heavily scaffolded graphic organizers to students independently developing a graphic organizer to support responding to a prompt. 2. During weekly collaborative planning, Special Education Teachers will design graphic organizers to support the common prompt. As the year progresses (each month), teachers will gradually release the responsibility to students by removing one element of the R.A.C.E.S strategy and have students build the graphic organizer themselves.
How will it be funded?	The school, special education department, ATSI Funds, and ELA department will fund the needed resources.
Steps towards full implementation with timeline:	Q2: 1. Develop baseline data with student performance on informative writing. 2. During collaborative planning, teachers will review Special Education Students performance on the prompt, without a graphic organizer. 3. Teachers will develop prompts and begin implementation. Q3: 1. Progress monitor student performance on weekly/bi-weekly prompts. 2. Begin removing elements of the R.A.C.E.S response and encourage students to implement these elements on their own. Q4: 1. Students should build stamina towards longer written responses and evaluation of implementation through benchmarks and formal MCAP practice will take place.
Monitoring Procedure:	Ongoing Writing Sample Collection: Weekly responses to prompts will be scored and analyzed to assess progress in informative/explanatory writing, focusing on RL.1 and RI.1 standards to ensure

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	students can cite textual evidence to support analysis of literary and informational texts. Formative Assessment Analysis: Use classroom formative assessments, RACE responses, and i-Ready writing diagnostics aligned to RL.1 and RI.1 to identify gaps in comprehension and evidence-based writing. Progress Review Meetings: Conduct weekly collaborative planning sessions between ELA and SPED teachers, literacy coaches, and support staff to review student data, adjust scaffolds, and ensure strategies address standards-aligned skills. Classroom Observations and Coaching: Implement learning walks, co-teaching, and targeted feedback cycles to monitor fidelity of strategy implementation and reinforce Writing skills in classroom instruction.
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FOCUS AREA 2:	Grades 6-8 Writing, 6-8.2 (Informative/Explanatory Writing)
Focus Area Goal	By the end of the 2025–2026 school year, students will increase their proficiency in informative/explanatory writing by 5%, as measured by each grade-level's MCAP results. 6th Grade: Move from 40% proficient to 45% 7th Grade: Move from 12% proficient to 17% 8th Grade: Move from 21% proficient to 26% As a school the goal is to improve from 29% proficient to 34% proficient.
Root Cause(s):	Students in Grades 6–8 at Braddock Middle School are underperforming in Informational/Explanatory writing due to a lack of consistent, foundational writing instruction. Teachers have not systematically modeled the writing process or provided explicit strategies for structuring ideas, incorporating evidence, and developing analytical responses. Differentiated scaffolding and guided practice have

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	been insufficient, limiting students' ability to apply writing strategies independently. Opportunities for revision, targeted feedback, and skill reinforcement have been inconsistent across grade levels, which has contributed to stagnant or declining performance. Additionally, district-aligned writing resources and instructional supports have not been fully integrated into classroom instruction to ensure mastery of Informational/Explanatory writing standards.
Focus Content Standard(s):	W.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Barriers:	Insufficient Practice with Evidence-Based Writing Strategies: Students are not receiving adequate opportunities in Tier I instruction to apply strategies that support comprehension and analysis of text. Inconsistent Use of District-Approved Resources: ELA teachers are not consistently implementing the district's instructional materials and supports with fidelity. Inadequate Scaffolding for SPED Students: Differentiation and targeted support for students with special needs are not consistently provided. Limited Understanding of MCAP Writing Expectations: Students have not fully internalized the state MCAP rubrics and lack a conceptual understanding of Informational/Explanatory writing standards. Misalignment of DBQs with Core Instruction: Document-Based Questions (DBQs) are primarily addressed during Reading Lab instead of being integrated into the core ELA curriculum, limiting instructional impact. Lack of Structured Feedback Procedures: There are no consistent protocols for providing writing feedback or guiding students through the writing process, which hinders skill development.
Needed Resources:	● Professional Development: Training on evidence-based writing strategies, scaffolding, differentiation, and using MCAP-aligned rubrics effectively. ● District-Approved Instructional Materials: Full access to and fidelity in using HMH Into Literature, leveled texts, interactive writing lessons, and other approved curriculum resources. ● Writing Templates and Graphic Organizers: Tools to scaffold planning, organization, and

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	evidence-based writing for all students, including SPED. ● Collaboration and Coaching Support: Weekly co-planning sessions with literacy coaches, ELA/SPED collaboration, and modeling of instructional best practices. ● Assessment Tools: Access to formative assessment platforms (e.g., EdCite, benchmark assessments) to monitor writing progress and adjust instruction. ● Feedback Frameworks: Guidelines and protocols for providing consistent, actionable writing feedback to students.
Strategies:	1. Implement the RACE Strategy (Restate, Answer, Cite, Explain) ● Teach students to structure responses clearly: restate the prompt, answer with reasoning, cite evidence from the text, and explain how it supports their response. ● Use model responses and anchor charts to demonstrate strong MCAP-style writing. 2. Integrate Mentor Texts and Model Essays ● Provide high-quality examples of informative/explanatory writing that align with MCAP standards. ● Analyze mentor texts for organization, clarity, evidence use, and elaboration to help students internalize the features of strong writing. 3. Scaffold Research and Evidence Integration ● Teach students how to identify relevant textual evidence, paraphrase effectively, and incorporate quotes seamlessly into their writing. ● Use graphic organizers, evidence grids, or digital tools to support evidence tracking and organization.

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	4. Frequent Formative Practice with Feedback ● Assign regular MCAP-style prompts or short writing tasks using county scope and sequence grade-level texts. ● Offer targeted feedback focusing on organization, evidence use, elaboration, and clarity. ● Encourage self-assessment and peer review to build revision skills. 5. Teachers Write Student Learning Objectives (SLOs) ● Have teachers develop SLOs specifically focused on improving student performance in informative/explanatory writing. ● Use SLOs to monitor growth, set measurable goals, and inform instructional adjustments. ● Align SLOs with MCAP standards to ensure targeted, data-driven instruction.
Evidence-Based Practices	1. During weekly collaborative planning sessions, teachers will develop informative/explanatory writing prompts. Each Wednesday, teachers will administer timed writing using these common prompts, with the goal of increasing writing stamina (40 minutes maximum) and students will evaluate their own work using the MCAP Argumentative Writing Rubric. 2. Teachers will model effective feedback practices in a whole-group setting by displaying student writing samples and guiding the class through evaluation using the 11-point MCAP rubric. This process will support students in analyzing writing quality, understanding expectations, and improving their own argumentative responses.
How will it be funded?	Strategies being implemented are funded through the school and the ELA department. Additional funding for county-PD will come from the county-level BOE.
Steps towards full implementation with timeline:	Q2:

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	1. Develop baseline data with student performance on informative writing. 2. During collaborative planning, teachers will review students performance on the prompt 3. Teachers will develop prompts and begin implementation. Q3: 1. Continue with weekly/bi-weekly writing 2. Progress monitor student performance. Q4: 1. Students should build stamina towards longer written responses and evaluation of implementation through benchmarks and formal MCAP practice will take place.
Monitoring Procedure:	Ongoing Writing Sample Collection: Weekly responses to prompts will be scored and analyzed to assess progress in informative/explanatory writing, focusing on RL.1 and RI.1 standards to ensure students can cite textual evidence to support analysis of literary and informational texts. Formative Assessment Analysis: Use classroom formative assessments, weekly journal responses, and i-Ready writing diagnostics aligned. Progress Review Meetings: Conduct weekly collaborative planning sessions between ELA teachers, literacy coach, and support staff to review student data, adjust scaffolds, and ensure strategies address standards-aligned skills. Classroom Observations and Coaching: Implement learning walks, co-teaching, and targeted feedback cycles to monitor fidelity of strategy implementation and reinforce Writing skills in classroom instruction.

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.

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Short-term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

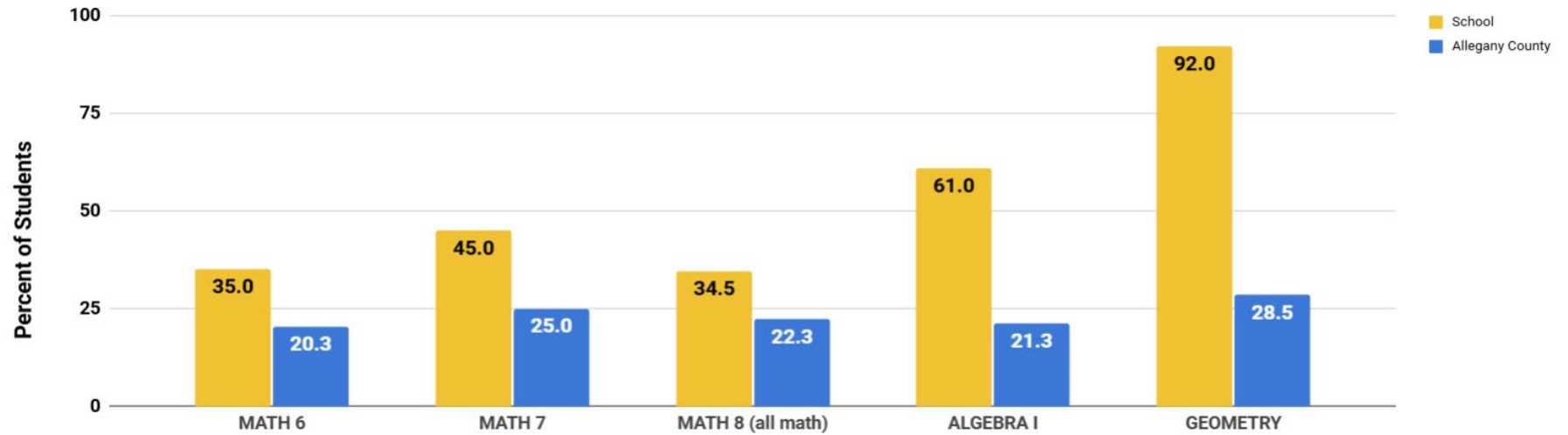
MD Report Card Data (to be filled in after the release of the 2025 Report Card in December)

2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	1.6	1.9
Math Average levels out of 5	2.6	2.8
Math Growth out of 12.5	7.5	7.5
Total Math Report Card Points out of 22.5	11.7	12.2

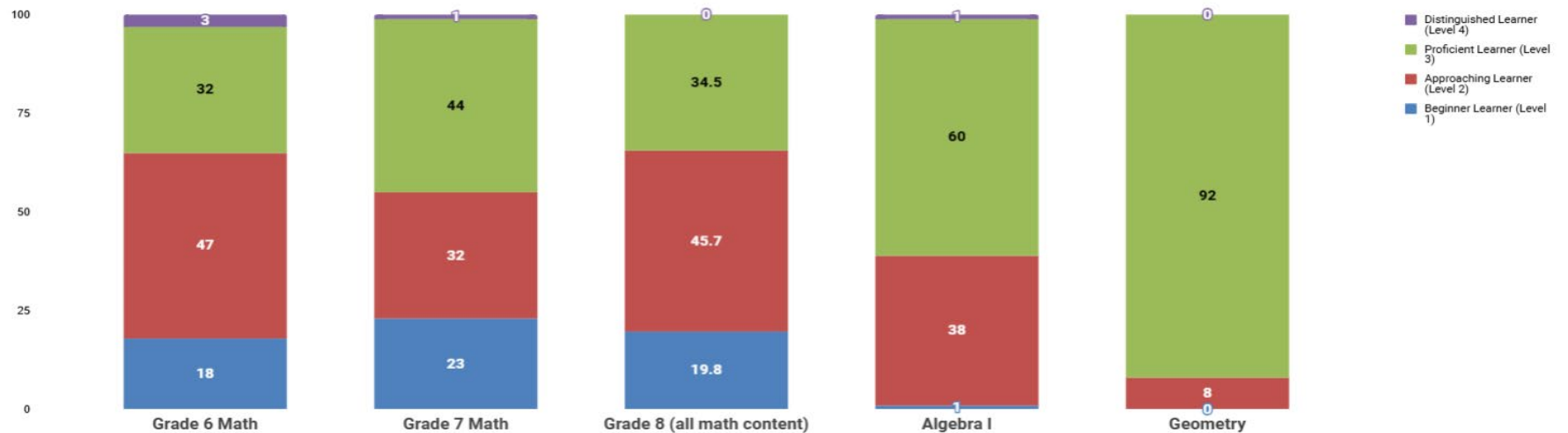
1. **Data charts:** Insert school/county graph, Proficiency levels graph, trend graph, and cohort graph

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Braddock Middle 2025 Math Proficiency Rates



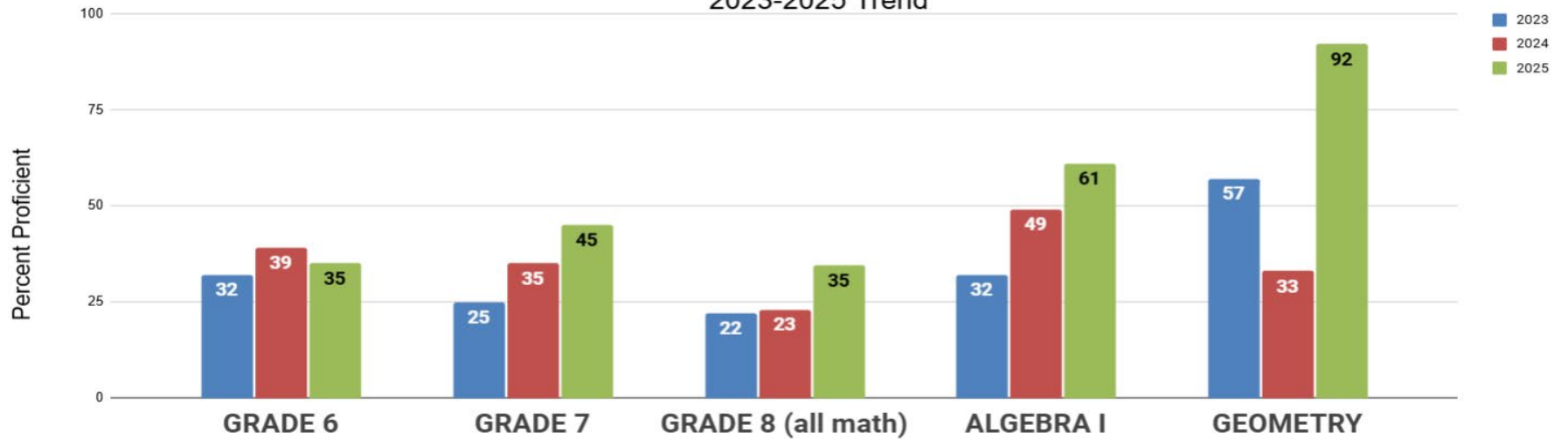
Braddock Middle School 2025 MCAP MATH Proficiency Levels



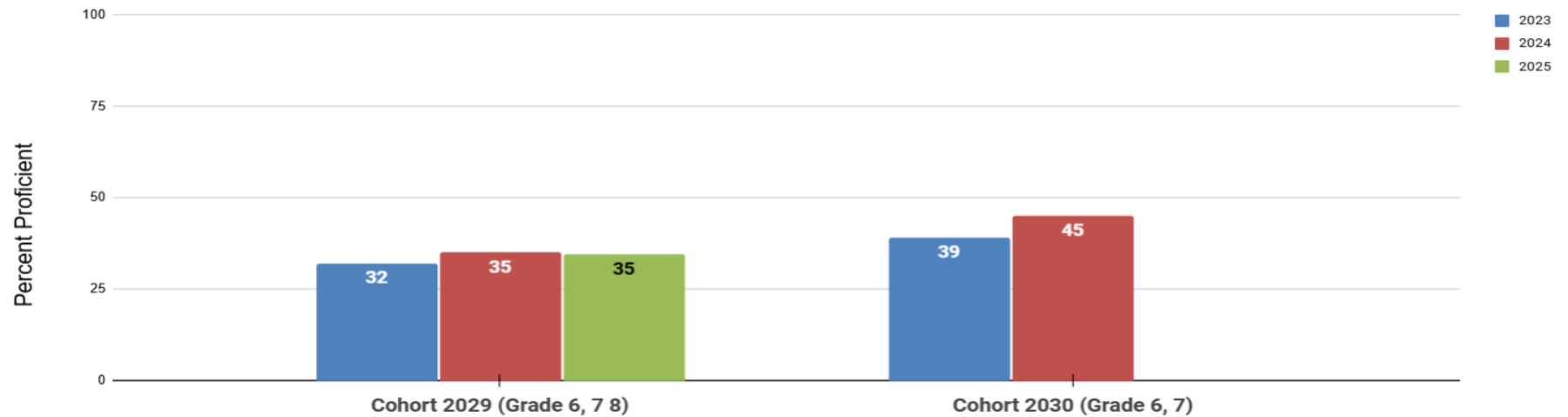
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Braddock Middle Math Proficiency Trend

2023-2025 Trend



Braddock Middle Math Cohort Proficiency Growth



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MATH FOCUS AREA 1:	Grades 6-8, Special Education Subgroup
Focus Area Goal	Braddock Middle School will increase the percentage of IEP students moving from MCAP Level 1 to Level 2 (Level 2 to Level 3) or above by 5% through targeted, evidence-based small-group instruction and aligned Tier II/III interventions using i-Ready data.
Root Cause(s):	Data and teacher observations indicate that IEP students often struggle to process and apply grade-level mathematical concepts due to deficits in foundational number sense, working memory, and metacognitive skills. These challenges make it difficult for students to access higher-order problem-solving and retain multi-step processes. Additionally, limited opportunities for targeted, small-group instruction and inconsistent alignment between general education and special education math instruction have contributed to gaps in fluency and conceptual understanding.
Focus Content Standard(s):	Instruction will emphasize Number Systems and Operations standards that build fluency and conceptual understanding across grades: ● 6.NS.A.1–8: Add, subtract, multiply, and divide fractions and decimals ● 7.NS.A.1–8: Add, subtract, multiply, and divide integers These standards form the foundation for algebraic reasoning and proportional thinking needed in upper grades.
Barriers:	● Many IEP students experience difficulty demonstrating knowledge on standardized tests due to processing speed, working memory, or reading comprehension challenges. ● Metacognitive and self-regulation deficits impede students' ability to select and apply effective problem-solving strategies.

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	● Inconsistent collaboration and co-planning between general education and special education staff have limited the integration of scaffolds and interventions during Tier I instruction.
Needed Resources:	● Internalized i-Ready resources and reports to guide data-driven small group instruction ● Collaborative planning time between math and special education teachers ● Professional development on high-impact instructional strategies for diverse learners (e.g., explicit instruction, CRA model, metacognitive scaffolds)
Strategies:	● Tier II & III Small Group Instruction: Implement targeted, small-group instruction using i-Ready diagnostic data to address prerequisite and foundational skills. ● Prerequisite Skill Reports: Use i-Ready's "Prerequisite Reports" and "Recommended Resources" to design small group lessons focused on key missing skills. ● Explicit, Systematic Instruction: Incorporate the Concrete–Representational–Abstract (CRA) model to build conceptual understanding and fluency. ● Collaborative Planning: Schedule consistent, weekly collaborative planning between general education and special education teams to co-develop lessons and scaffolds. ● Curriculum Internalization: Deepen teacher understanding of i-Ready curriculum structures, including the Try–Discuss–Connect routine, to promote student discourse and multiple representations. ● Differentiation and Scaffolding: Use data to create tiered supports and scaffolded tasks aligned to grade-level standards.
Evidence-Based Practice	● Formative progress-monitoring every 2–3 weeks

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	● i-Ready Standards Mastery data/digital practice and small-group lesson performance ● MCAP practice test data for Level 1 → Level 2 movement tracking ● i-Ready Diagnostic (Fall, Winter, Spring) growth for IEP students
How will it be funded?	ATSI and ACPS local funds
Steps towards full implementation with timeline:	● August 2025: Staff meeting to align around Braddock’s mission, vision, and focus on growth for IEP students ● August 2025 – May 2026: Review Internalization of the i-Ready curriculum to strengthen Tier I instruction ● August 2025 – May 2026: Ongoing collaboration between math and special education teachers to strengthen Tier II interventions during Math Lab ● November 2025 – May 2026: MCI coaching cycles to enhance instructional practices through modeled lessons, video analysis, and feedback ● March 2025 – May 2026: MCAP preparation and review activities integrated with i-Ready data insights ● Full Year: Daily Math Lab sessions embedded within the master schedule to provide students with targeted support and enrichment
Monitoring Procedure:	● Diagnostics: Administer i-Ready diagnostic assessments three times per year (BOY, MOY, EOY) to monitor growth and inform instruction. ● Monthly Growth Checks: Conduct monthly progress monitoring through i-Ready growth checks and class-based formative assessments. ● Ongoing Formative Monitoring: Utilize formal and informal checks (exit tickets, performance tasks, lesson-level assessments, standards mastery) to track conceptual understanding. ● Collaborative Data Reviews: Math and SPED teams will analyze data together quarterly to adjust interventions and identify trends in student progress.
MATH FOCUS AREA 2:	Math 6-8 All Students

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Focus Area Goal	Braddock Middle School will increase the percentage of students scoring proficient or advanced on the MCAP Math assessment by 5% through consistent implementation of the i-Ready “Try It, Discuss It, Connect It” routine and explicit modeling of reasoning and problem-solving strategies.
Root Cause(s):	Braddock had 39% of students pass their MCAP test. After analyzing our scores through the 5 Whys, we feel our students are able to read the questions, but lack the comprehension and problem-solving skills needed to apply their mathematical ability to solve the problem. We believe that with more experience using the current curriculum and shifting our focus to a more facilitative instructional delivery model, students will grow in their ability to think, plan, and reason through difficult mathematical tasks.
Focus Content Standard(s):	Based on the evidence statements, the following standards are the lowest performing standards: The modeling and reasoning standards are the lowest standards in all three grades. Students have difficulty with Type II & Type III questions, which involve modeling and reasoning. At a 39% pass rate, the students are having difficulty with the majority of the standards. Here are the standards of highest need. ● REASONING ○ 6.R.1 & 7.R.1 - Reasoning with Ratios and Proportional Relationships ○ 6.R.2 & 7.R.2 - Reasoning with Number Systems ○ 6.R.3 & 7.R.3 & 8.R.1 - Reasoning with Expressions & Equations ○ 8.R.2 - Reasoning with Functions ○ 8.R.3 - Reasoning with Geometry ● MODELING ○ 6.M.1 & 7.M.1 & 8.M.1 - Real-world Model, analyze, predict, solve multi-step problems, and draw conclusions ● Geometry ○ 6.G.A.1, , 6.G.A.2, 6.G.A.3, 7.G.A.1, 7.G.B.5, 7.G.B.6, 8.G.A.4, 8.G.C.9
Barriers:	● Educators lack professional development with the Modeling and Reasoning Standards.

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	● With a focus on i-Ready's Try It, Discuss It, Connect It model of teaching math, we have low emphasis on traditional algorithms. Since there are a few standards in our focused content that require traditional algorithms, our new math approach can be a barrier at times. ● This model of instructional delivery is new and requires ongoing, job-embedded professional development to ensure teachers are equipped with the skill set needed to deliver high-quality math instruction in this style.
Needed Resources:	● Educators need ongoing, job-embedded professional development in the following areas: ○ Understanding the standard progressions and the multiple strategies that students are taught in previous years ○ Connecting their grade-level evidence statements documents to the iReady Classroom curriculum ○ iReady instructional delivery model ○ Ongoing data analysis- how to effectively use data to adapt for learner needs
Strategies:	● Continue to implement the i-Ready Try it, Discuss it, Connect it routine ● Educators will plan math interventions and aligned activities that reflect the rigor of the standards using explicit, systematic instruction. The Concrete, Representational, and Abstract (CRA) sequence will be utilized to facilitate students' deeper understanding of mathematical concepts. ● Additional iReady resources available to use within small group instruction include hands-on model activities, fluency practice, math center activities, and interactive tutorials.
Evidence-Based Practice	● Observation checklists for math talk and student engagement ● Formative progress-monitoring every 2–3 weeks on modeling/reasoning ● i-Ready Standards Mastery data/digital practice and small-group lesson performance ● MCAP practice test and quarterly common assessment data
How will it be funded?	ATSI and ACPS local funds

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Steps towards full implementation with timeline:	● August 2025 - Staff meeting about mission and vision for Braddock ● August 2025 - May 2026 - Internalize the i-Ready curriculum in order to build up our Tier I instruction ● August 2025 - May 2026 - Content Teachers & Special Education teachers collaborate to strengthen our Tier II plan for students during math lab ● March 2026 - Math 2026 - MCAP review activities ● August: Full Adoption of iReady Math. ○ In i-Ready, students will get modeling in every lesson. ○ Embedded into the iReady Classroom curriculum is the Try-Discuss-Connect routine, which provides students multiple opportunities to engage in all parts of the modeling cycle. ○ In i-Ready, students will see that there are many ways to approach mathematical thinking and solutions to problems. ○ Exposing students to a number of representations and approaches helps students to deepen their conceptual knowledge, construct viable arguments, critique the reasoning of others, and enhance their written and oral communication skills. ● FULL YEAR: Students are given a lab time in every math class in order to strengthen or enhance math skills. ● November 2025 - May 2026: MCI coaching allows teachers to take part in a teacher/coach cycle that strengthens teaching strategies through recorded lessons, stock clip videos, and MCI teaching tools.
Monitoring Procedure:	Students will be given diagnostics three times per year. All of these checkpoints will allow teachers to make adjustments to better serve our students. In addition to the adaptive diagnostic assessment used to get a picture of every student's performance and growth at the beginning, middle, and end of the year, the iReady Classroom

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	curriculum offers many formal and informal options to monitor student understanding through sessions, lessons, and units. Failing math students are targeted and given additional support within our Braddock schedule..
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MATH FOCUS AREA 3:	Braddock Middle School Algebra 1 Students
Focus Area Goal	Braddock Middle School will increase the percentage of Algebra I students scoring proficient or advanced on MCAP by 5% through integration of MCAP-style reasoning and modeling tasks within Reveal/ALEKS instruction and targeted small-group support for students with pre-algebra gaps.
Root Cause(s):	• While McGraw-Hill Reveal with ALEKS provides strong procedural instruction, students still struggle to transfer conceptual understanding to Modeling and Reasoning tasks. • Some Algebra 1 students enter with gaps in pre-algebra foundation skills.
Focus Content Standard(s):	Students have difficulty with Type II & Type III questions, which involve modeling and reasoning. • Foundational Algebra skills (distributive property, equations, exponent rules, integer rules) • Modeling with Linear and Quadratic Standards • Reasoning with Linear and Quadratic Standards
Barriers:	• Educators lack professional development with the Modeling and Reasoning Standards in Algebra 1. • Teachers may need professional development in embedding MCAP-style tasks within Reveal and ALEKS. • Some students' foundational skills gap limits their ability to fully access ALEKS-based practice. • Old benchmarks do not align with the Reveal textbook.
Needed Resources:	• Access to MCAP-style multi-step problems to supplement ALEKS. • Professional development on tasks with Reveal/ALEKS.

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	● Targeted interventions for students with pre-algebra gaps. ● Formative assessment tools to monitor conceptual understanding.
Strategies:	● Embed weekly MCAP-style reasoning problems alongside ALEKS modules. ● Small group instruction for students with skill gaps in foundational pre-algebra concepts. ● Use McGraw-Hill Plus to monitor students' ability in algebra domains. ● Incorporate real-world modeling problems into lessons to strengthen transfer of learning.
Evidence-Based Practice	● ALEKS Knowledge Check mastery data (bi-weekly) ● Reveal Algebra unit assessment scores ● MCAP practice problem sets focused on modeling and reasoning
How will it be funded?	ATSI and ACPS local funds
Steps towards full implementation with timeline:	● August 2025 - May 2026 - Content Teachers & Special Education teachers collaborate to strengthen our Tier II plan for students during math lab ● August 2025 - Make sure students in Algebra 1 have the necessary requirements. ● August 2025 - Students take the ALEKS initial knowledge check and MAPS Growth. ● Full Year - Monitor students to make sure they are continually meeting algebra 1 expectations. ● March 2026 - Math 2026 - MCAP review activities provided by ACPS ● FULL YEAR: Students are given a lab time in every math class in order to strengthen or enhance their foundational math skills.
Monitoring Procedure:	● Weekly review of ALEKS mastery and Reveal progress reports. ● Mid-year MAPS Growth diagnostic results ● Teacher Planning days where we discuss progress and create MCAP-style tasks.

C. SCIENCE

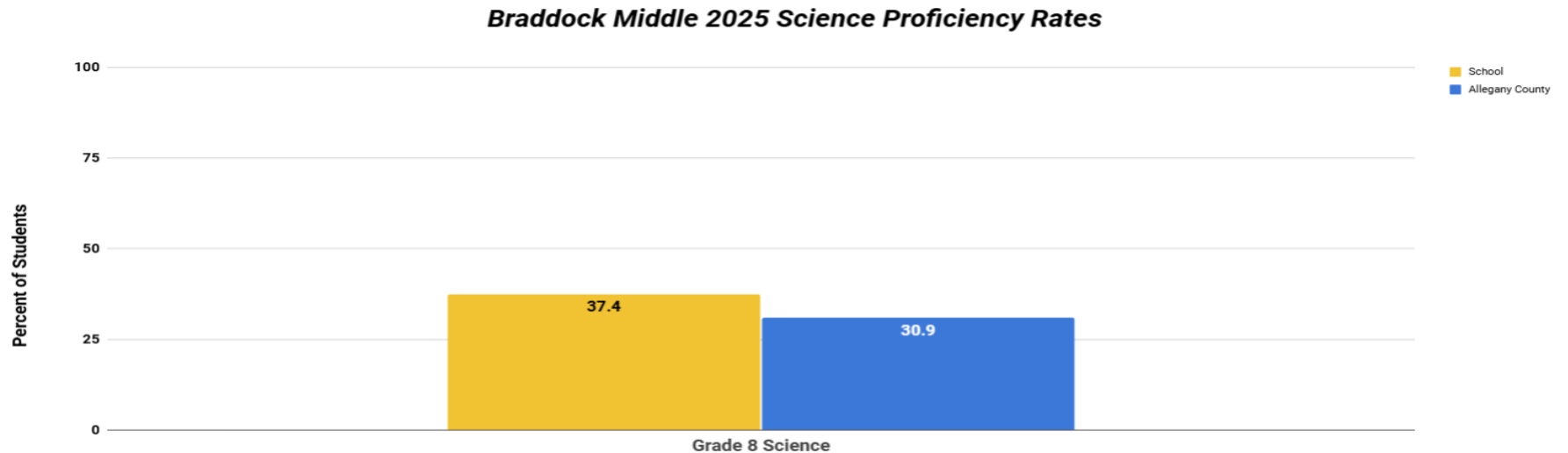
Long-term Goal: to prepare 100% of students to be college and career-ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

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Short-term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

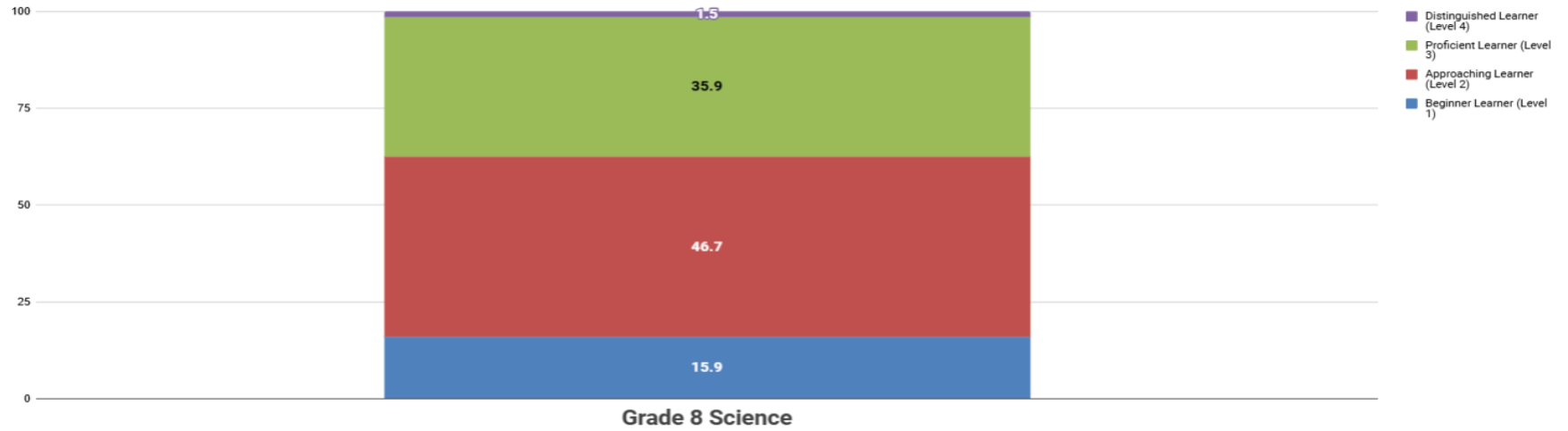
2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 3.5	0.9	1.1	1.3

Data charts: Insert school/county graph, Proficiency levels graph, trend graph, and cohort graph



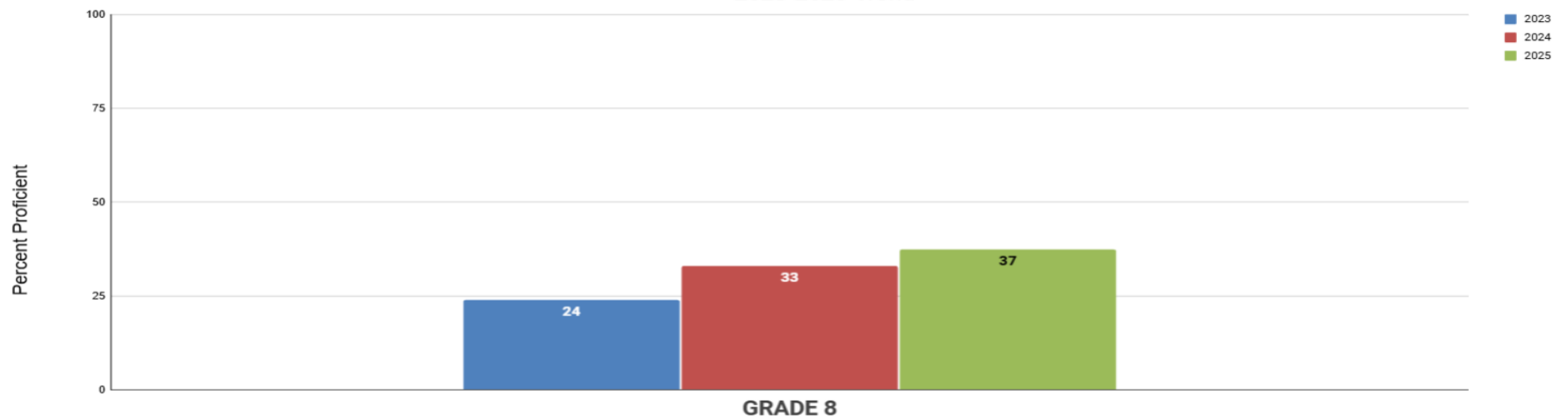
Allegany County Public Schools **2025-2026 School Improvement Plan for Middle Schools**

Braddock Middle School 2025 MCAP Science Proficiency Levels



Braddock Middle Science Proficiency Trend

2023-2025 Trend



FOCUS AREA 1:	Physical Science Standards
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Focus Area Goal	By the end of the 2025-26 school year, students will increase their growth rate in the Physical Science DCI by 5% with special attention given to the special education and economically disadvantaged sub-groups. On the 2024-2025 MISA, a total of 63% of students scored as beginning or approaching learners. Of these, 16% scored as beginning learners and 47% scored as approaching learners. In addition, in the Physical Science DCI, 61% of students scored as beginning or developing learners. Targeted, specified instruction will be directed toward Special Education and Economically Disadvantaged (ED) students. Within the Physical Science Standards for 2024 - 2025 MISA, 89% of students with IEPs and 63% of students who are economically disadvantaged scored as beginning or approaching learners. Therefore, the focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%.
Root Cause(s):	• Eighth graders in 2024-25 had a science curriculum that placed Earth Space Science in 6th grade only, so they have not had adequate review. • Scope and Sequence of the curriculum lacks structure for students to review previously learned material.
Focus Content Standard(s):	MS-PS4-2. Develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials. MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Barriers:	• 6th-grade and 7th-grade material is not adequately reviewed in 8th grade due to decreased instructional time and an increase in rigor within science standards. • Teacher internalization of the new curriculum.
Needed Resources:	• Additional MISA sample problems • Spiraled review for Grades 7 and 8 • Updated science benchmarks

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Strategies and/or evidence-based interventions:	Evidence-based Interventions ● Strengthen Tier 1 instruction through unit and lesson internalization through grade level and discipline collaboration, with a focus on the Physical Science DCI ● Develop lessons with clear and explicit learning intentions through grade-level collaboration. ● Use Visible Learning strategies in daily lessons, emphasizing clear learning goals, explicit instruction, and student reflection Strategies ● Continue use of the GRRUDL model. ● Create a schedule and materials for co-curricular activities to review 6th and 7th-grade science topics prior to MISA ● Continue the implementation of the OpenSciEd curriculum with fidelity and integrity. We need to especially focus on the following OpenSciEd units: Light and Matter, Thermal Energy, Chemical Reactions and Matter, Metabolic Reactions, Sound Waves, and Earth in Space, where our focus content standards are taught. ● Planning for co-teaching, accommodations, and modifications with special educators. ● Provide tutoring in a working co-curricular class during the school day for additional support. ● Offer after-school tutoring to support academic needs.
How will it be funded?	ATSI and ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Focus on teaching the OpenSciEd units with fidelity and integrity to strengthen our instruction of MS-PS 4-2 (Light and Matter and Thermal Energy 6th grade, Sound Waves 8th grade) and MS-PS1-2 (Chemical Reactions and Matter 7th grade) through teacher collaboration. Quarter 2: Focus on teaching the OpenSciEd units with fidelity and integrity to strengthen our instruction of MS-PS 4-2 (Thermal Energy 6th grade, Sound Waves 8th grade) and MS-PS1-2 (Chemical Reactions and Matter 7th grade) through teacher collaboration. Quarter 3: Focus on teaching the OpenSciEd units with fidelity and integrity to strengthen our instruction of MS-PS 4-2 (Earth in Space 8th grade) and MS-PS1-2 (Metabolic Reactions 7th grade) through teacher collaboration. Start review lessons, integrate MISA public release items and practice tests, and model exemplary responses to prepare students for assessments. Quarter 4: Continue to review spiraled curriculum in Grades 6 and 7.

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Monitoring Procedure:	Monitor and analyze students' proficiency with physical science topics through formative and summative assessments within the OpenSciEd curriculum. Analyze data from the MISA 2026 to determine if goals were met and to re-evaluate.
FOCUS AREA 2:	Citing evidence in constructed response questions
Focus Area Goal	By the end of the 2025-26 school year, students' growth rate on MISA will increase by 5% with special attention given to the special education and economically disadvantaged sub-groups. On the 2024-2025 MISA, a total of 63% of students scored as beginning or approaching learners. Of these, 16% scored as beginning learners and 47% scored as approaching learners. In addition, 26% of the MISA standards involved writing. Students scored below 80% proficiency on questions involving writing standards. In the special education subgroup, 89% of students scored as beginning or approaching learners. Of these, 62% scored as beginning learners, and 27% scored as approaching learners. In the economically disadvantaged subgroup, 63% of students scored as beginning or approaching learners. Of these, 23% scored as beginning learners, and 40% scored as approaching learners.
Root Cause(s):	- The curriculum has insufficient practice with scientific writing tasks. - Prior scientific knowledge to draw from to complete the variety of writing tasks is limited. - Transferable comprehensive writing skills may be lacking. - Complexity of text questions impedes student comprehension. - Lack of teachers' internalization of the curriculum. - Scope and Sequence of the curriculum lacks structure for students to recall previously learned material.
Focus Content Standard(s):	MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

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	MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of an organism. <i>In addition, there are Writing Standards that align with the Constructed Response questions, requiring students to write a detailed response to a question or prompt. They are the Writing Science and Technology standards found with reading informational text.</i> ● WST.6-8.1 Support claim(s) with logical reasoning and relevant, accurate data/evidence that demonstrate an understanding of the topic/text. ● WST.6-8.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● WST.6-8.8 Quote or paraphrase the data and conclusions of others. ● WST.6-8.9 Draw evidence from informational texts to support analysis and reflection.
Barriers:	● Limited opportunities to cover current material and review from previous years ● Lack of questions that resemble the MISA format, particularly written responses ● Lack of teacher professional development on the MISA test ● Lack of co-planning time between Science and ELA teachers ● Teacher internalization of the new curriculum
Needed Resources:	● Reading passages where students analyze the text ● County benchmarks, which utilize the MISA format, including written responses ● R.A.C.E strategies as they apply to Science (Claim-Evidence-Reasoning) ● Co-planning time between ELA and Science
Strategies and/or evidence-based interventions:	Evidence-based Interventions ● Strengthen Tier 1 instruction in helping students identify relevant text evidence through unit and lesson internalization through grade level and discipline collaboration, with a focus on adapting for special subgroups. ● Develop text citation lessons with clear and explicit learning intentions through grade-level and discipline collaboration. ● Implement success criteria and learning intentions into daily lesson plans ● Use of Visible Learning strategies in daily lessons, showing clear learning goals, explicit

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	instruction, and student reflection Strategies: • Continue the implementation of the OpenSciEd curriculum • Continue use of the GRRUDL model • Use reading strategies during science classes, including Three Reads, R.A.C.E., and CER strategies • Teach and implement the CER strategy with a continued focus on small group interventions with special education students. • Use the Newsela writing platform for pre- and post-writing measures • Planning for co-teaching, accommodations, and modifications with special educators • Provide tutoring in a working co-curricular class during the school day for additional support • Offer after-school tutoring to support academic needs
How will it be funded?	ATSI and ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Focus on enhancing OpenSciEd lessons and assignments that allow students to practice citing evidence and writing conclusions. Strengthen instruction on identifying relevant text evidence through teacher collaboration. Quarter 2: Implement lessons and monitor student progress in citing evidence and writing conclusions through the Newsela writing platform and OpenSciEd writing opportunities. Quarter 3: Review lessons, integrate MISA public release items and practice tests, and model exemplary responses to prepare students for assessments. Quarter 4: Continue to review spiraled curriculum in Grades 6 and 7.
Monitoring Procedure:	• Monitor and analyze student ability to cite appropriate text evidence through formative and summative OpenSciEd assessments, Newsela writing platform. • Analyze data from the MISA 2026 to determine if goals were met and to re-evaluate.

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D. SOCIAL STUDIES

Long-term Goal: to prepare 100% of students to be college and career-ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

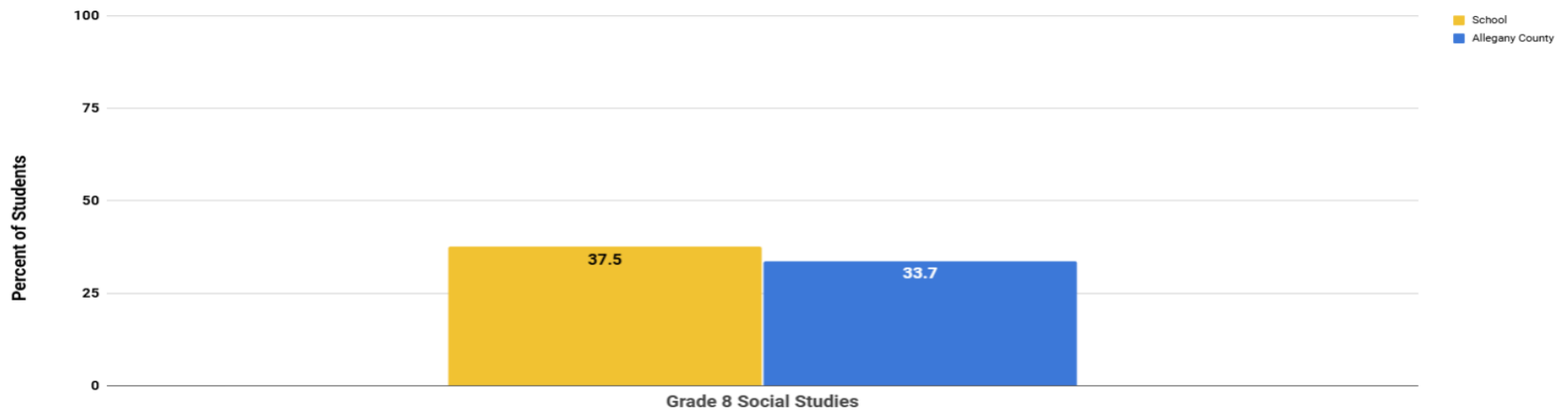
Short-term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data (to be updated after the release of the 2025 Report Card in December)

2025 Social Studies Report Card Results			
	2023	2024	2025
Social Studies Proficiency out of 3.5	0.7	1.1	1.3

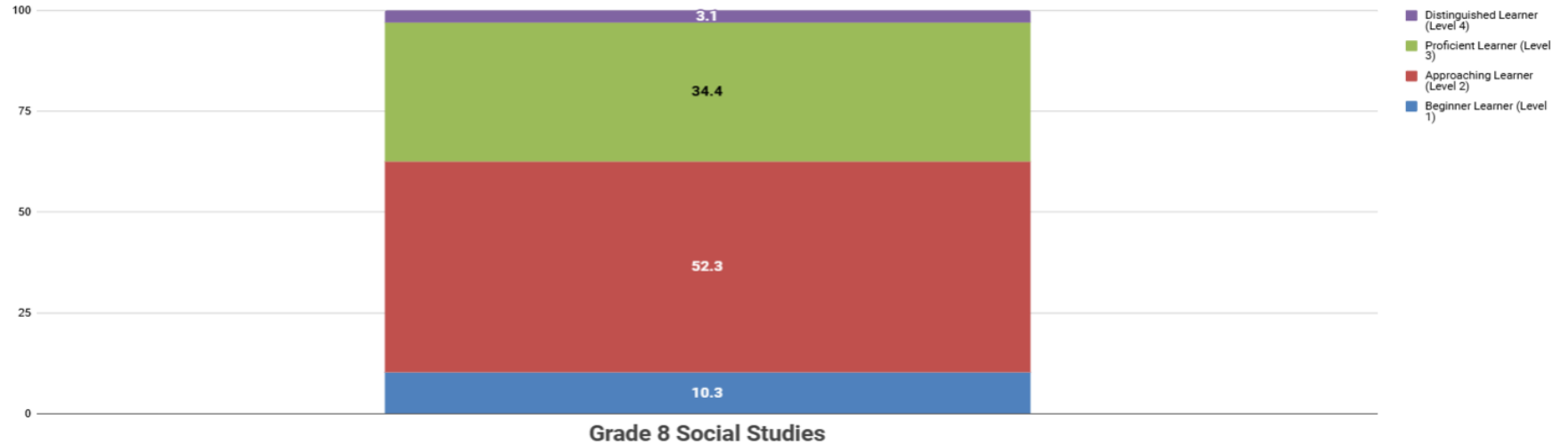
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Braddock Middle 2025 Social Studies Proficiency Rates

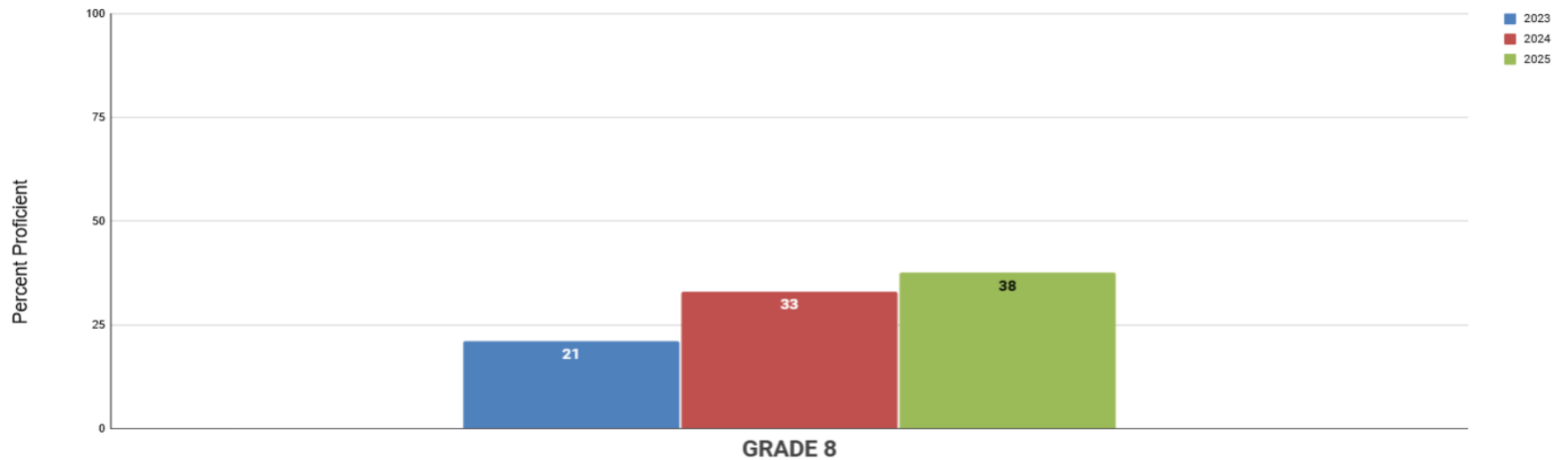


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Braddock Middle School 2025 MCAP Social Studies Proficiency Levels



Braddock Middle Social Studies Proficiency Trend
2023-2025 Trend



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FOCUS AREA 1:	Skills and Processes - Emphasis with EBAS writing grades 6-8 -students' abilities to investigate civics, geography, economics, history, and global cultures using literacy and evaluation skills in order to make claims, cite evidence and use reason through a written response.
Focus Area Goal	Enhance students' ability to investigate concepts in civics, geography, economics, history, and global cultures through the application of disciplinary literacy and critical evaluation skills. Students will demonstrate growth in their capacity to construct written responses that include clear claims, relevant evidence, and coherent reasoning. By the end of the academic year 2025-26, Grade 8 students' proficiency in the <i>Skills and Processes</i> strand will increase by 2%, with measurable movement from the <i>Beginning to Developing</i> levels and from <i>Developing to Distinguished Learners</i>.
Root Cause(s):	The Social Studies MCAP is a newly implemented assessment, and as a result, there has been limited emphasis on discipline-specific writing in the years preceding its adoption. While informational writing skills are reinforced in ELA, the conventions and analytical approach required in social studies differ in both structure and purpose. It is therefore essential that social studies teachers provide explicit instruction in historical and evidence-based writing, emphasizing the development of clear claims supported by relevant evidence and sound reasoning. Additionally, the consistent integration of primary and secondary source analysis across grades 6–8 was not fully established until last year. This inconsistency created challenges for students in effectively analyzing sources and applying their understanding in written responses on Evidence-Based Assessments (EBAs) and in analytical multiple-choice items. Establishing vertical alignment and consistency in these instructional practices is critical to improving student performance and readiness for the MCAP.

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	According to the 2024 MCAP results, 16.4% (32 of 195) of Grade 8 students scored at the <i>Beginning Learner</i> level, while 28.2% (55 of 195) achieved the <i>Developing</i> level. Meeting the targeted improvement goal would result in an increase of <i>Distinguished Learners</i> to approximately 58% and a reduction of <i>Beginning Learners</i> to 14%, reflecting meaningful progress in overall student proficiency and mastery of Social Studies content and skills.
Focus Content Standard(s):	MD SS Standard 6.0 Skills and Processes: Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. C3 D4.1.6-8: Individually and with others, students use writing, visualizing, and speaking to construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of arguments C3 D4.2.6-8: Individually and with others, students use writing, visualizing, and speaking to construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. C3 D4.3.6-8: Individually and with others, students use writing, visualizing, and speaking to construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g cause and effect, chronological, procedural, technical) C3 D1.5.6-8: Individually and with others, students determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. C3 D3.1.6-8: Individually and with others, students gather relevant information from multiple sources while using the origin, authority, structure, and corroborative value of the sources to guide the

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	selection. C3 D3.2.6-8:Individually and with others, students evaluate the credibility of a source by determining its relevance and intended use.
Barriers:	• Students have had limited opportunities to engage with and internalize the 4-Point EBAS Response Rubric. As a result, many are not yet proficient in producing written responses that reflect the expectations of the Social Studies writing format assessed on the MCAP. • Document-Based Questions (DBQs) are often perceived as time-consuming rather than as valuable tools for developing analytical and writing skills. Consequently, implementation has not occurred with consistency or fidelity across classrooms. • In previous years, DBQs were assigned without sufficient scaffolding or differentiation, making the tasks inaccessible for many students. Implementation of DBQ 2.0 strategies, including scaffolding and tiered supports, is essential to address diverse learning needs and promote equitable access to rigorous tasks. • The writing terminology of claim, evidence, and reasoning should be explicitly introduced and reinforced beginning in Grade 6 to ensure vertical alignment and build a consistent academic vocabulary across grade levels. • A simplified or scaffolded version of the 4-Point Rubric needs to be used as a formative student checklist, enabling learners to understand writing expectations and monitor their progress toward proficiency. • MCAP-aligned rubrics and feedback protocols must be implemented with fidelity for all Social Studies writing tasks starting in Grade 6, ensuring that students receive consistent, standards-based feedback. • There has been inconsistent use of primary and secondary sources in Grades 6–8, which has limited students’ ability to develop source analysis skills necessary for both written and multiple-choice evidence-based assessments.

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Needed Resources:	● 60/40 Coach ● DBQ online ● NewsELA ● Everwrite ● ELA/SS collaborative planning
Strategies and/or evidence-based interventions:	Formative Performance Tasks - Students will complete performance tasks across grade bands to ensure EBAS procedures are being implemented. <i>Resources such as DBQ Project, DBQ Project 2.0 training on differentiation and scaffolding, Discovery Education Techbook Document Based Investigations, DIG Reading Like a Historian , Itempra released EBAS’ and MCAP rubric utilization will replicate MCAP expectations and ensure the usage of primary and secondary sources.</i> Coach and School alignment: - School-Wide RACE writing implementation, and School-Wide Annotations implementation will create consistency in student expectations across curriculums. Collaborative Planning: - Collaborative planning time with the department and with special educators will increase consistency, maintain rigor and allow materials to be accessible for all students. <i>Requirements: Specially Designed Instruction (SDI), Coaching and collaborative planning, Engagement in consistent collaborative planning, Differentiation and development of appropriate scaffolding resources, Individualized planning with social studies coach, Co-teaching and modeling by social studies coach</i> ● Additional teacher and/or coach created resources to supplement classroom

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	instruction and address potential curricular oversight ● Implement exemplary, clear Learning Targets and Success Criteria ● Improve utilization of and response to ongoing formative assessment ● Development of SMART goals with students in relation to MCAP performance and diagnostic data ● Schoology ● Kami
How will it be funded?	Local Funds and ATSI funds
Steps towards full implementation with timeline:	● Structured Collaborative Planning (Ongoing, beginning of each unit): Teachers will engage in collaborative planning sessions at the start of each instructional unit to ensure alignment of curriculum, instructional strategies, and assessments. These sessions will be scheduled at least one week prior to unit launch. ● Targeted Coaching Support (Ongoing, first semester focus on new teachers): The Social Studies Instructional Coach will provide differentiated support to new Social Studies teachers, emphasizing unit development and effective integration of High-Quality Instructional Materials (HQIM). Coaching support will include modeling, co-planning, and feedback cycles. ● Data-Driven Feedback Routines (Monthly): Social Studies teachers will establish consistent routines for reviewing student performance data and conducting regular data discussions. These routines will occur at least once per month, enabling teachers to provide timely, actionable feedback to students and adjust instruction based on data insights.
Monitoring Procedure:	Knowledge Checks SLO's

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	EBAS Practices DBQ writing pieces Skills based warm-ups - Itempra released items Discovery techbook Document Investigation responses Data/Monitoring chats
FOCUS AREA 2:	Vocabulary - Implement intentional instruction and reinforcement of content vocabulary that builds progressively from grades 6 through 8 to strengthen both literal comprehension and real-world application of academic concepts.
Focus Area Goal	Increase MCAP Grade 8 scores by 5% in the 2025-26 school year as compared to the 2024-25 school year.
Root Cause(s):	Vocabulary has not been systematically aligned across grades 6-8 resulting in gaps in our students' academic language development. Furthermore, students have not received consistent opportunities to apply vocabulary across multiple contexts or performance tasks, limiting retention and depth of understanding. Therefore, there has been little to no monitoring of our students' vocabulary acquisition, through writing or discussion, which makes it difficult to target specific areas for improvement in the grand scheme of Social Studies. I.E is vocabulary the barrier or the students analysis of the political cartoon. Addressing these root causes is essential to ensure that students develop a strong academic vocabulary foundation that supports comprehension and application across content areas. When vocabulary instruction is vertically aligned from grades 6 through 8, students can build on prior knowledge and apply terminology with increasing complexity.

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	The use of intentional and explicit vocabulary instruction will allow students to move beyond memorization to a deeper conceptual understanding, promoting success in both formative and summative assessments including MCAP.
Focus Content Standard(s):	Standard 6.0 Skills and Processes: Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>. CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Barriers:	Teachers face limited instructional time, making it challenging to incorporate explicit

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	vocabulary instruction alongside required curriculum pacing. • Variability in how vocabulary is introduced, reinforced, and assessed across classrooms and grade levels leads to uneven student understanding and retention. • Teachers have minimal structured time for cross-grade discussions to align vocabulary expectations and share effective instructional strategies. • Many students enter middle school with gaps in Tier 2 and Tier 3 vocabulary, requiring additional scaffolding to access grade-level content. • Current materials often lack built-in supports for intentional vocabulary development or differentiated tools for multilingual learners and struggling readers. • There are few established systems for tracking vocabulary growth or providing teachers with data-driven feedback on implementation and student outcomes.
Needed Resources:	Social Studies Coach Flocabulary, NewsELA, Links, Kahoot, Blooket and other formative assessment tools DBQ online Itempra Vertical PLC workshop time
Strategies and/or evidence-based interventions:	Vertical Vocabulary Alignment: • Strategy: Develop a grade 6–8 vocabulary guide identifying essential terms for each grade level. ○ Evidence-Based Intervention: Use curriculum mapping and cross-grade planning sessions to ensure continuity and reduce redundancy. Research shows that vertically aligned vocabulary instruction strengthens long-term retention and application. Explicit Vocabulary Instruction: • Strategy: Integrate structured routines for introducing, modeling, and practicing key terms, including word walls, semantic mapping, and repeated exposure in context. ○ Evidence-Based Intervention: Incorporate strategies from Beck, McKeown, & Kucan (2013) which emphasize intentional teaching of high-utility academic vocabulary.

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	Application Across Contexts: ● Strategy: Provide students opportunities to apply vocabulary in multiple settings, including writing assignments, discussions, and project-based tasks. ○ Evidence-Based Intervention: Use content-rich formative assessments to ensure students are transferring vocabulary knowledge beyond memorization. Collaborative Professional Learning: ● Strategy: Establish regular vertical team meetings for teachers to share vocabulary strategies, analyze student work, and coordinate instruction ○ Evidence-Based Intervention: Professional learning communities (PLCs) have been shown to improve consistency in instructional practice and student achievement when focused on shared learning goals.
How will it be funded?	Local Funds
Steps towards full implementation with timeline:	Quarter 1: <i>Establish Vocabulary Leadership Team (VLT):</i> Form a cross-grade teacher team to lead vocabulary alignment work and review existing curricular materials. Quarter 2: <i>Vocabulary Verification</i> Ensure identified vocabulary will be utilized in units, classroom discussions and social purposes. <i>Begin Implementation</i> Start explicitly teaching content vocabulary using <i>Begin Formative Data Collections</i> Introduce bi-weekly vocabulary checks in the form of exit tickets, matching, floabulary, etc Quarter 3: <i>Mid-Year Review of Student Vocabulary Growth:</i> Analyze data from formative assessments and benchmark tasks to identify trends and gaps.

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	<i>Adjust Instructional Supports:</i> Provide additional scaffolds or small-group interventions for students demonstrating vocabulary deficits. <i>Vertical Team Checkpoint Meeting:</i> Grade 6–8 teachers examine student work and adjust priority vocabulary lists and instructional routines as needed. <i>Model Classrooms and Peer Observation:</i> Teachers participate in optional peer learning walks focused on effective vocabulary instruction through the utilization of the Social Studies coach Quarter 4: <i>Deepen Application Opportunities:</i> Integrate vocabulary expectations into end-of-unit projects, writing tasks, and interdisciplinary activities. <i>Administer End-of-Year Vocabulary Benchmark:</i> Assess students’ ability to define, apply, and transfer vocabulary through MCAP level assessment questions. <i>Evaluate Implementation Fidelity:</i> Review teacher reflection tools, instructional artifacts, and student outcomes to assess impact.
Monitoring Procedure:	Student Learning Objectives Evidence-Based Assessment Sets Knowledge checks Identified grade-level performance assessments Data reflection meetings

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VIII. MD School Survey Results and Plan

The MD School Survey is given to students in grades 5- 11. The survey is 10 points of the school's MD Report Card; 3 points from the educators' survey and 7 points from the students' survey. It includes questions in 10 areas of the following domains/topics. The school will identify the 2 least favorably scored topics and create an action plan for improvement.

Community

1. Participation and Engagement
2. Respect for Diversity

Environment

3. Behavior and Academic Supports
4. Physical Environment

Relationships

5. Staff-student Relationships
6. Student-Student Relationships

Safety

7. Bullying
8. Physical Safety
9. Emotional Safety
10. Substance Abuse

2025 Educator Survey Results		
	2024	2025
School's Educator Score	5.70	9.20
ACPS All EducatorScore	7.20	8.20

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Staff Engagement Action Plan:	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Relationships Topic: Student-Student Relationships Score: 6.03/10
Topic Description:	The degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another
Strategies: What steps will be taken in order to obtain the desired outcome?	● At weekly Student Solutions Meetings - Discuss concerns, issues, and possible school improvement ideas from the staff. ● Use the STUCO - Discuss concerns, issues, and possible school improvement ideas from the student population. ● Utilize the Second Step program during counselor peer mediation groups to facilitate conversations with the students regarding peer relationships. ● Utilize the BOE website Bullying report to provide students an anonymous means of communicating with staff. ● Create targeted groups through the school counselor office. ● Implement restorative practices from school counselors. ● Classroom guidance lessons provided by school counselors.
Initiative leader and team: Who is responsible and involved in the work?	Administration, school counselor office, co-curricular teachers, and elected student council
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● School Counselor Surveys for staff and students for climate ● Staff incentives every other week to build morale ● Student solutions generated by elected Student Council ● Second Step Program ● BOE website ● PBIS incentives and activities

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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?	● Number of referrals ● Number of reported incidences of bullying ● Results of 2025-26 survey
Timeline: Include dates for implementation of action steps.	● School counselors meet with PBIS team monthly and do social skills groups to acquire data from pre/post assessments nestled within SLO goals of teachers ● Meet with the student council periodically throughout the school year. ● Implement Second Step Program during spring semester. ● Utilize the BOE site and targeted groups through the school counselor office throughout the school year. ● Provide PBIS incentives and activities.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Instructional Support Topic: Instructional Feedback Score: 8.38/10
Topic Description:	The quality of instructional feedback topic describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies: What steps will be taken in order to obtain the desired outcome?	All teachers have been provided “Look Fors” to help facilitate instruction in the classroom. Through collaborative and co-planning, teachers and administrators are provided time to discuss best practices for teaching. ● Weekly grade-level meetings with administration present and providing feedback on observed instruction ● i-Ready data monitoring and discussions between administration, coaches, and teachers ● ELA/Math Literacy coaches and administration giving feedback to teachers
Initiative leader and team: Who is responsible and involved in the work?	Administration, Team leaders, School Counselors

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Administration - Teacher clarity book review ● School Counselors - involvement in weekly meetings ● Career Coach - supporting college and career readiness through push in lessons and grade-level field trips ● Professional Development - iReady professional learning, McGraw Hill math professional learning ● Faculty-led book studies - math book study on Mathematic Tasks in a Thinking Classroom
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Faculty survey ● Student performance ● Student survey
Timeline: Include dates for implementation of action steps.	TBD through faculty and supervisor PD

2025 Student Survey Results		
	2024	2025
School's Student Score	3.10	5.30
ACPS Middle School Student Score	3.62	4.56
ACPS All Student Score	5.70	5.95

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<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Domain: Safety Topic: Bullying Score 2.82
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:: What steps will be taken in order to obtain an improved outcome(s).	● Discuss concerns, issues, and possible school improvement ideas garnered from the student population. ● Utilize Second Step Program during Creative Arts to facilitate conversations with the students regarding peer relationships. ● Utilize the BOE website Bullying Reporting Form to provide students an anonymous means of communicating with staff. ● Create targeted groups through the guidance office.
Initiative leader and team: Who is responsible and involved in the work?	Administration, school counselor office, co-curricular staff, and elected student council
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● School counselors ● Elected student council ● Second Step Program & Resources ● BOE website Bullying Reporting Form ● PBIS Incentives
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Number of referrals ● Number of reported incidences ● 2025-2026 Survey Results

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Timeline: Include dates for implementation of action steps.	● School counselor social skills lessons and social skills groups weekly ● Implement Second Step lessons during the spring semester. ● Meet with the student council periodically throughout the school year. ● Utilize the BOE website Bullying Reporting Form and targeted groups through the school counselor office throughout the school year.
Secondary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-student Score: 3.26
Topic Description:	The degree to which other students are friendly with, care about, get along with, and respect one another
Strategies: What steps will be taken in order to obtain an improved outcome(s)?	● Discuss concerns, issues, and possible school improvement ideas garnered from the student population. ● Utilize the Second Step program during Creative Arts to facilitate conversations with the students regarding peer relationships. ● Implement the BOE website Bullying Reporting Form to provide students an anonymous means of communicating with staff. ● Create targeted groups through the school counselor office. ● Implement restorative practices by school counselors. ● Classroom guidance lessons by school counselors.
Initiative leader and team: Who is responsible and involved in the work?	Administration, school counselor office, co-curricular teachers, and elected student council
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Staff incentives every other week to build morale ● Student solutions generated by elected Student Council ● Second Step Program ● BOE website Bullying Reporting Form ● PBIS incentives and activities

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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?	● Number of referrals ● Number of reported incidences ● Results of 2025-26 survey
Timeline: Include dates for implementation of action steps.	● School counselor social skills lessons and social skills groups weekly ● Meet with the student council periodically throughout the school year ● Implement Second Step Program during spring semester. ● Utilize targeted groups through the guidance office throughout the school year. ● Provide PBIS incentives and activities.

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I-

- Teaching social skills - Project AIM
- Establishing expectations through lessons and positive reinforcement
- Utilizing data to drive results, SRSS data
- Using non-verbal communication and de-escalation techniques
- Scheduled and/or need-based breaks
- Restorative circles

PBIS Tier II-

- Social Skills Groups by school counselors
- Self-management interventions
- Academic Support- Virtual tutoring, Afterschool program
- Check-in/Check-out (CICO)

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- Weekly Lunch Groups– topics include: anger issues, social skills, organization, bullying, peer connections or other topics based on student/group need. Students will be identified by School Counselors
- Restorative circles

PBIS Tier III-

- Functional Behavioral Assessment (FBA)
- Behavioral Intervention Plan (BIP) to accommodate students with intensive needs
- Social Skills development- Project YES, school counselors identify targeted groups
- Mentoring
- Modifying Check-In/Check-out (CICO) for specific goal setting
- Behavior Contracts
- Attendance Contracts
- Restorative Circles

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

- Meeting monthly to discuss discipline data and attendance while improving climate and culture which are key contributors to building the PBIS framework within our building - School counselors, administrators, and at least one staff member from each team and grade level.
- Additional Staff: Mental Health Counselor; Student Support Counselor; School Safety Enforcer; Career Coach, Concentration of Poverty Community School Coordinator
- School-wide learning norms that are taught, posted, and reinforced daily in all learning spaces throughout the school.
- School-wide Positive Behavior Intervention Support Program- Braddock Bucks; Cafeteria Incentives; iReady rewards; booster events following breaks (i.e. returning from Christmas break), Tier II and III plans for small groups and individuals (CICO, counseling groups, Project YES, mentoring, BIP, etc.)
- Creative scheduling to support students with achievement challenges
- Increased opportunity for participation in our After School Program.

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- Increased opportunities for students to take ownership in their learning and achievement- Student Led Conferences, SMART goal development, measuring progress over time, weekly awareness of academic status
- School-wide Anti-bullying Campaign- Second Step Bullying Program taught directly in Creative Arts but reinforced regularly in all areas of the school; second semester “We Belong” campaign
- Student Recognition Opportunities: Positive Behavior Referrals, Shining Stars, Positive Phone Calls/Notes home, Newspaper and social media recognition
- Reorganization of our teaming structures- Blueprint Implementation Team, Leadership Team, 60/40 in Science/SS, Weekly Collaborative Team Meetings, Unit Planning Meetings, Student Solutions, Pupil Service Team
- Student Solutions Bi-weekly Grade Level Meeting: This meeting is an opportunity to meet as a team to monitor student behavior, academic, and social/emotional needs. We utilize the SRSS and teacher/staff observation to develop Tier II or III plans as needed.
- Pupil Service Team: Role enhanced to include regular academic data review as well as monitoring attendance, discipline, and SRSS data; designing interventions for at-risk students and families
- Through the role of the Community School Coordinator enhance our community relationships: AYEPS program, Allegany County Farmers Market, University of Maryland Extension, Western Maryland Food Bank, YMCA- Project AIM, etc.
- Physical Environment: We are mindful that the environment has a direct impact on the climate. Braddock is a very clean, well maintained building.
- Include parents (1-2 from each grade level) and students (NJHS and Student Council Presidents) on Leadership Team
- Various forms of home-school communication: Braddock Parent Involvement Facebook Page, Monthly Activities Calendar, Principal Chats, Family Annual Holiday Open House, Student Led Conferences
- Establish forms of staff praise (Peer Praise and Student Praise); Pulse Recognition
- Restorative Practices Circles
- Opportunities to increase school spirit and school pride- School Spirit Week in October; hallway decorations, Braddock Gear
- For the 2025-26 school year, we leveraged and maintained a school leadership team that includes team leaders from each grade, special educators, special education specialists, school counselors, administrators, and when appropriate, parents and students. The purpose of the team is to continuously assess our current status related to culture, climate,

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leadership, inclusive practices, and the implementation of academic, behavior, and social-emotional multi-tiered systems of support (MTSS). The goal of our school leadership team, and for our school, is to create and implement an effective model for educating all students to high standards in the general education curriculum and classroom, while reducing the achievement gap, particularly for students with disabilities. The leadership 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, behavior, and social-emotional learning. Further, we designed a plan to address issues within 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.

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

- **Early identification** of students “at risk” of becoming habitually absent. At PST, we identified students missing 5 days or more at the end of the first marking period. These students will be monitored and moved to a Tier II attendance plan as needed.
- **Project YES - Man Cave and Girls' Empowerment** Project Yes coordinator has created a group called “Man Cave” and a “Girls' Empowerment Group” that have breakfast together during certain days of the week. These students gain points in their respective groups for attending breakfast. Students are monitored on a weekly basis and earn points on their individual goal charts. In addition, these charts are discussed weekly at the PST meeting.
- **Welcoming Environment** Office and front line staff will greet tardy or absent students with a welcoming message rather than any negative comments.
- **Student Solutions** Students will be monitored weekly at grade level Student Solutions. Those students exceeding 10 days will be required to stay after school to complete missed assignments.
- **Lunch Groups** School counselors have established lunch time small groups to target a group of students with identified social and emotional needs. The intent of these groups is to practice social skills, self-esteem building and peer relationships. Identified students can be based on 504 plans and/or IEP goals and interventions.
- **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.

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- **Home Visits/Parent Conferences** The school PPW, school counselors, and administration team will make home visits to investigate possibilities of truancy and family needs.
- **Guys with Goals and Girls Run the World** These groups are established to target students who need assistance being prepared for school. This group of students will learn about the importance of attending school and make the connection of how successful students become successful adults. In addition, the goal for this group of students is to create a relationship with families so that parents would have a buy-in to the goal of having their students attend school. Families have participated in a school Thanksgiving dinner after school hours and will be invited to attend the Guys for Goals tree decorating event. All of these activities are held after school hours so students, parents, and school staff have the opportunity to collaborate on ideas to assure the success of these students.
- **Attendance Works** Utilize the “Understanding the Root Causes for Student Absenteeism” for all students missing 10% or more school days each month. Implement strategies to best address the determined need(s) of the chronically absent student from Future Ed’s “Attendance Playbook: Smart Strategies for Reducing Student Absenteeism Post-Pandemic.”
- **Disrupting Parent Misconceptions about School Attendance** Beginning in August, 2025, send text messages, emails, social media posts, etc. to inform parents of the detrimental impact missing school can cause. Through regular messaging, parents will be informed about the benefits of excellent school attendance and how missing even one day of school each month can be detrimental to their child’s overall development and growth.
- **Leadership, Empowerment, Academic, Development “LEAD” Camp** Summer 2025 - Students were identified as leaders in the school that help build school culture and student engagement. Students experienced community leaders and team building activities to improve school climate.
- **Adding a student attendance “check-up”** report for Student Led Conferences so parents see the trends in their child’s attendance and how monthly absences can equate to a big picture deficit.

X. 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.).

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Braddock Middle School recognizes the critical importance of establishing strong partnerships with parents, families, and community members to positively influence student success. Now in its second year as a Community School, Braddock is actively developing its Implementation Plan under the leadership of the Community School Coordinator (CSC). The overarching goal is to cultivate meaningful collaborations with families and community organizations to ensure students receive well-rounded educational opportunities and comprehensive supports.

Because “Powerful Student and Family Engagement” is one of the five pillars of a Community School, family engagement remains a top priority for the CSC. This year, the CSC reestablished Braddock’s Parent-Teacher Organization (PTO) after a five-year hiatus. The PTO now meets monthly to review upcoming school activities and to provide an open forum for parents to offer feedback and propose new initiatives. Participation has grown substantially, with an 87% increase in active PTO members attending regular meetings.

Last year, the CSC conducted a comprehensive assets and needs assessment, gathering input from students, families, staff, and community stakeholders. A total of 140 families completed the Community School survey, and the resulting data continues to guide the CSC’s priorities and the selection of wraparound services. An updated survey will be administered this school year to identify shifts in needs and trends.

In addition to the county-wide text messaging opt-in system, school staff share important updates through the Braddock Middle School Facebook group, email communications, and robocalls as appropriate. To strengthen parent and family engagement, staff actively encourage parents and community members to participate in the activities outlined in the Action Plan:

Parent Involvement Plan

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

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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 its targeted goals. Further, by providing family engagement activities, families are more engaged and also more aware of the services and resources available not only within the school but in the community as well.

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.

- **Student Led Parent Conferences in October 2025 and March 2026**
- **Utilization of a Parent-Community Organization through monthly meetings**
- **Increase messaging about attendance**
- **Hold “Step Up” night in May 2026 for students and parents moving into grades 6, 7, and 8**

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? (Please include Title I-funded professional development activities.)

Professional Learning 1:	Implementation of MTSS
Professional Learning Title	Improving of MTSS
Date(s), Time, and Location	Ongoing throughout the school year
Intended Audience	Teachers, IA, and Braddock Staff

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Method of Funding	ATSI and ACPS Funding
Changes to occur as a result of Professional Learning	As MTSS is implemented with fidelity, lesson plans and classroom instruction will improve.
Knowledge and skills the participant will attain	Teachers will participate in both content area and grade-level collaborative planning to determine best practices for classroom instruction. In addition, teachers will collaborate to identify students and create lessons that utilize differentiated instruction. Teachers will utilize RTI strategies within their classrooms.
Method to measure the implementation of knowledge and skills in the classroom	Student growth with classwork, tests, i-Ready assessments, and MCAP Decrease in office referrals

Professional Learning 2:	Content specific best practices
Professional Learning Title	Book Studies
Date(s), Time, and Location	Spring 2026
Intended Audience	Teachers, IA, and Braddock Staff
Method of Funding	ACPS Funding
Changes to occur as a result of Professional Learning	May vary depending upon the selected novel, but ultimately, teachers will have a better understanding of how to deliver instruction in order to increase student success. In addition, teachers will learn strategies to help make the content material more accessible for students.

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Knowledge and skills the participant will attain	Select groups of teachers will participate in two book studies focused on success criteria, visible learning or other relevant topics. Once completed, the information will be presented to the entire staff, and they will be provided a manual on success criteria. Teachers will also implement the use of success criteria, visible learning, and/or various other learning strategies within their collaborative planning.
Method to measure implementation of knowledge and skills in the classroom	Student growth with classwork, tests, i-Ready assessments, and MCAP Increased student engagement

XII. Management Plan

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

The 2024-25 plan was presented to the staff during the spring of 2025, and they were provided a binder with a hard copy of the plan. New staff were presented with a copy at the beginning of the school year. Staff were instructed to review each section of the plan and target areas that were applicable to their classroom instruction. Staff were informed they would be provided copies of the 2025-26 SIP after it was approved by the BOE. In addition at the beginning of the following school year and at mid-term, coaches will review the academic focus areas during collaborative planning.

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

The plan will be shared with parents on the Braddock Middle School Website, In addition, all parents will be alerted via School Messenger once the updated plan is available on the website.

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

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Data will be collected by teachers and the school improvement coaches. It will be reviewed at meetings starting in the first quarter, at which time, determinations will be made for instructional adjustments or changes to the SIP.

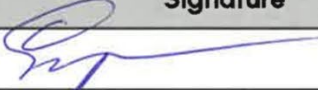
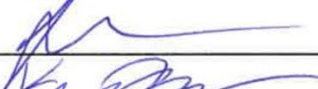
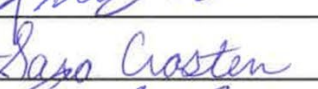
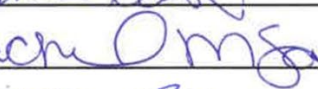
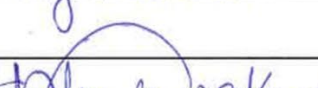
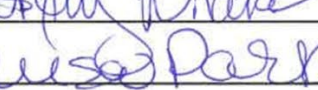
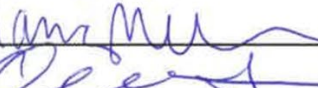
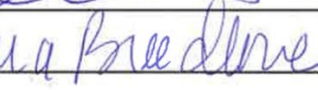
5. How will the administration monitor the plan?

The administration will chair all meetings and data reviews. In addition, the administration will monitor the implementation of the plan through teacher evaluations and observations.

School Improvement Plan for ATSI School - SIGN-OFF SHEET

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School Improvement Plan for ATSI School - SIGN-OFF SHEET

Name	Signature	Role
Dr. Eric Van Slyke		Principal
Dr. Joseph Thompson		Assistant principal
Dr. Kristine Jackson		Other School Leader
Sara Crosten		Teacher
Jaclyn Boor		Teacher
Tawnia Austin		Instructional Assistant
Dr. Rachel McGann		ACPS/School Reading Coach or Specialist
Anthony Burns		ACPS/School Math Coach or Specialist
Kathy Lockard		Reading Interventionist
		Title I School Support Specialist
Ashley Drake		Community School Coordinator
Teresa Parker		Parent/Family Member
Nancy Nelson		Community Member
Olivia Liao		Community Member
Kara Breedlove		Other School Staff