

Margaret Brent Middle School

School Improvement Plan 2022-2023



OVERVIEW

Our School:

Margaret Brent Middle School is a place where all students and faculty are valued for their commitment and contributions to the success of our school community. Margaret Brent Middle School currently has 938 students enrolled for the 2022-2023 school year. Our school ethnic population is comprised of 7% African Americans, 80% Caucasian, 4% Hispanic, and 8% multi-racial. Approximately 35% of our students qualify for Free and Reduced Meals and 11% of our students receive special education services. We are a Multi-Tiered Student Support School (utilizing PAWS and Restorative Practices) focusing on our students' academic, discipline, and attendance data to ensure we are meeting the needs of all of our students. School staff will work diligently to continue to provide a focused instructional setting for all students. The students have an opportunity to participate in academic interventions and explore extracurricular activities after school each day. We understand the importance of establishing mentoring support using both formal and informal methods. We are continually building connections with our community to foster student growth academically and socially.

ACTIONS

Focus Area 1 (Academics): Argumentative Writing

Goal Statement	
<i>Students will improve their ability to write arguments to support claims with clear reasons and relevant evidence.</i>	
Rationale	
<i>Based on Margaret Brent Middle School's historical data and beginning of year data, MBMS has identified that writing should be an area of improvement. It is important for MBMS students to become better readers, thinkers, and learners by writing routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. Writing assigned across the curriculum also helps students prepare for the day-in and day-out communicative tasks they'll face on the job, no matter what the job is. For our students to produce high-quality argumentative writing, students should improve their skills of producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
Objectives	Strategies
<p><i>All MBMS content teachers have identified writing as a SLO goal.</i></p> <ul style="list-style-type: none"> ● <i>For each grade level content area: <ul style="list-style-type: none"> ○ <i>70% of MBMS students will grow by one rubric point (on a 4-point</i> </i> 	<ul style="list-style-type: none"> ● <i>Implementation of county-approved curriculum aligned to the content-specific MCCRS</i> ● <i>Monitor formative data through classroom assignments and county-based assessments</i> ● <i>Focus application of content-specific vocabulary</i>

<i>scale). Students that have already achieved a 4 will maintain their current score.</i>	<ul style="list-style-type: none"> ● <i>Mini-lessons and modeling on proper and effective writing strategies</i> ● <i>Communication with parents/guardians of writing progress</i> ● <i>Provide and utilize content-specific MCAP rubrics</i> ● <i>Collaborative scoring and reflection (with students and PLCs)</i>
Evaluative Measures	
<i>How will you evaluate the effectiveness of the strategies?</i>	
<ul style="list-style-type: none"> ● <i>Content-specific county assessments:</i> <ul style="list-style-type: none"> ○ <i>Formative #1 (baseline)</i> ○ <i>Formative #3 (final measure)</i> 	

Focus Area 2 (Climate/SEL):

Goal Statement	
<i>The top 3 categories of disciplinary infractions at MBMS have historically been Code 701 Disrespect, Code 704 Disruption and Code 702 Insubordination.</i>	
Rationale	
<i>The educational environment must be conducive to learning. All students deserve an environment free of distractions and disruptions to allow them the opportunity to achieve academic success. When the learning environment is interrupted, learning is negatively impacted.</i>	
Objectives	Strategies
<ul style="list-style-type: none"> ● The objective is to reduce the overall number of referable infractions in the areas of disrespect, disruption, and insubordination by 10%. 	<ul style="list-style-type: none"> ● Classroom review of the Code of Conduct ● PD focusing on Student Engagement ● PD MTSS- Making Incentives Work in the Classroom ● PD Total Participation Techniques ● Quarterly Grade Level Assemblies- Discipline Data ● ISI- teacher and counselor interventions/strategies ● MTSS Strategies-Check in/Check out ● MTSS data review and discipline data analysis with targeted strategies ● On-going relationships with families to address concerns ● Establishment and Implementation of proactive classroom management strategies
Evaluative Measures	
<i>How will you evaluate the effectiveness of the strategies?</i>	
<ul style="list-style-type: none"> ● Monthly Cognos Discipline Reports focused on the top three disciplinary codes identified above. 	

