



School Information

Enter your school's name and your principal's name.

| | |
|---------------------|-------------------------------------|
| School: | Margaret Brent Middle School |
| Principal: | Glenna Edwards |
| School Year: | 2023-2024 |

Enter the members of your school leadership team.

SIT Membership

| Name | SIT Role | Role in School |
|------------------|-------------------|-------------------------------|
| James Peeler | Administration | 7th Grade Assistant Principal |
| Jessica Bosse | Administration | 8th Grade Assistant Principal |
| Patrick James | Administration | 6th Gade Assistant Principal |
| Crystal Brookens | IRT | Math/Science/Testing |
| Victoria James | IRT | ELA/SS/Testing |
| Staff | Classroom Teacher | Grade Level PLCs |
| | Select Role | |
| | Select Role | |
| | Select Role | |
| | Select Role | |

This year, our school will focus on:

Use the boxes below to provide an introduction to your SIP. This introduction also will be used to populate your School Profile (to be posted online after completion). Be sure to note your school's key strengths, progress made during the prior year, areas for continued growth for the next year, and connection between your school's work and our school system's mission.

| | |
|--|---|
| <p>Introduction to your SIP/ School Profile (approximately 100 words)</p> | <p>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 a population of 907 students enrolled for the 2023-2024 school year. Our school ethnic population is comprised of white 80.3%, African American 7.6%, Hispanic 4.2% and multi-racial 7.3%. The percentage of students eligible for Free and Reduced Meals is 39.36% and the percentage of students receiving special education services is 12.79%. We are a Multi-Tiered Student Support School focusing on our students academic, discipline, and attendance data to ensure we are meeting the needs of all of our students. School staff 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 interest activities after school each day. We understand the importance of establishing mentoring supports in both formal and informal methods. We are continually building connections with our community to foster student growth academically and socially.</p> |
| <p>Equity Vision Statement (approximately 50 words)</p> | <p>Margaret Brent is a place where all students and faculty are valued for their commitment and contributions to the success of our school community.</p> |
| <p>Your School's Key Strengths (approximately 50 words)</p> | <p>Margaret Brent Middle School has established a positive school culture and climate that promotes academic excellence. MBMS has shown growth across all grade levels in both math and English/Language Arts. Staff collaboration and ongoing engagement in professional development (UDL) continue to strengthen the instruction.</p> |
| <p>Progress Made During Prior Year (approximately 50 words)</p> | <p>Our school has made positive gains and growth across all grade levels in the areas of English/Language Arts and math. The culture and climate at Margaret Brent Middle School continues to improve.</p> |
| <p>Areas of Continued Growth for Upcoming Year (approximately 50 words)</p> | <p>Margaret Brent Middle School will continue to work on improving overall daily attendance; in a post-COVID era, our attendance is below the 94% expectation in the state. Using MTSS incentives, we will focus on decreasing the overall number of discipline incidents resulting in suspensions. Margaret Brent Middle School will continue to work on writing skills and math instruction in all grade levels as we maintain the level of rigor and engagement in all academic areas using UDL strategies.</p> |

**Connection Between School's Work and
SMCPS Mission
(approximately 50 words)**

Margaret Brent Middle School strives to educate all students by engaging all learners in the learning by promoting instruction that expects excellence. At MBMS, we continue to cultivate a culture that is built on rigor, relevance, and respect.

School Improvement Goals 2023-2024

Margaret Brent Middle School

For each goal, enter the prior year's percentage from the SIP Goals Report under "Baseline." Then, decide on and enter your school-specific goal under "School Goal." The percentage change will auto-populate. You are asked to choose the same one or two focus groups for all of your metrics and apply the strategies you develop in your SIP focus areas to one or both of your focus groups. Next to "Rationale," explain why you chose this focus group and/or percentage change.

Metrics

| | <u>Measure</u> | Group | SY18 Data | SY19 Data | <u>SY22 Data</u> | SY23 Data | SY24 Goal | Percentage Point Increase | Rationale/notes (optional) [1] | <u>SY24 AMO [2]</u> | |
|-----------|---|--------------------|-----------|-----------|------------------|-----------|-----------|---------------------------|--|---|--|
| Factors | MCAP (PARCC) Performance - English (% Proficient) | All Students | 38.0% | 43.1% | 52.2% | 55.0% | 60.0% | 4% | | 49.55% | |
| | | ELA Grade 6 | 28.2% | 38.6% | 48.3% | 57.0% | 62.0% | 5% | | | |
| | | ELA Grade 7 | 39.6% | 42.7% | 57.8% | 53.0% | 58.0% | 5% | | | |
| | | ELA Grade 8 | 33.5% | 48.1% | 47.7% | 54.0% | 59.0% | 2% | This group has historically struggled. | | |
| | | Male | | | | | | | | This is the focus of many of our ELA's teachers' SLOs. As indicated on the MD Report Card the scores were significantly lower than females' scores. | |
| | | Select Focus Group | | | | | | | | | |
| | MCAP (PARCC) Performance - Mathematics | All Students | 34.4% | 40.4% | 28.3% | 31.0% | 34.0% | 3% | | 52.74% | |
| | | Math Grade 6 | 27.2% | 35.4% | 27.5% | 33.0% | 36.0% | 3% | | | |
| | | Math Grade 7 | 43.5% | 35.9% | 31.8% | 31.0% | 34.0% | 3% | | | |
| | | Math Grade 8 | 22.0% | 29.2% | 19.0% | 20.0% | 23.0% | 3% | | | |
| Algebra 1 | | 86.8% | 94.4% | 43.0% | 49.0% | 55.0% | 6% | | | | |

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|---------------------------------------|--------------------------------|---|-------------------------|-------|-------|-------|------|----|--|--|--|
| Academic Indicators | | (% Proficient) | All Students | | | | | | | We are focusing on our cusp students to help them bridge the gap between developing to proficient. | |
| | | | Select Focus Group | | | | | | | | |
| | Academic Progress | MCAP (PARCC) Growth - English | All Students | 35.0 | 51.0 | 78.9 | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | MCAP (PARCC) Growth - Mathematics | All Students | 39.0 | 53.0 | 92.2 | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | MCAP (PARCC) Performance - Science (% Proficient) Grade 8 | All Students | | 45.2% | 44.4% | | | | | |
| | | | Select Focus Group | | | | | | | | |
| Select Focus Group | | | | | | | | | | | |
| Completion of Well-Rounded Curriculum | All Students | 79.2% | 87.0% | 85.0% | 85.2% | 85.5 | 0.03 | | | | |
| | Select Focus Group | | | | | | | | | | |
| | Select Focus Group | | | | | | | | | | |
| ELL | ELL Proficiency | All Students | | | | | | | | | |
| School Quality Indicators | School Quality/Student Success | (Students NOT) Chronically Absent | All Students | 81.1% | 80.0% | 73.8% | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | Climate Survey (out of 10) | Educators (out of 3) | | 1.8 | 1.8 | | | | | |
| | | | All Students (out of 7) | | 2.2 | 2.5 | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | | Select Focus Group | | | | | | | | |
| | | All Students | 99.1% | 99.1% | 99.7% | 99.0% | 99% | 0% | | | |

On this sheet, you will enter your school's strategies for the year for each of the SIP focus areas.

| Academic Indicators | Academic Achievement (curriculum) | | | | Evidence | |
|---|--|--|--|---|---|--|
| | Strategy | Strategy Group | Person(s) Responsible | End of Year Target | Evidence of Implementation | Evidence of Success |
| | Implementing writing across all content areas to promote effective writing instruction | All students | Administration, Instructional Leadership Team, supervisors and content teachers | Students will increase their overall written expression scores on ELA MCAP, their overall modeling/reasoning scores on Math MCAP and their Science and Engineering Practices scores on the MISA assessments as reflected on the MCAP/MISA data. | Walkthroughs, observations, collaborative planning, common assessments, writing across all content areas, professional development on implementation of effective writing strategies and providing student feedback | Written expression scores using student and teacher generated rubrics as well as written expression scores on classroom, county, and state assessments |
| | Promoting discussions and inquiry in all classroom | All students | Administration, Instructional Leadership Team, supervisors and content teachers | Students will increase their MISA/MCAP scores | Walkthroughs, observations, collaborative planning, common assessments, writing across all content areas, professional development on implementation of effective writing strategies and providing student feedback | Increase MISA/MCAP scores , Domain 3 in TPAS |
| | Select Focus Group | | | | | |
| Instructional Practice (professional development) | | | | Evidence | | |
| Strategy | Strategy Group | Person(s) Responsible | End of Year Target | Evidence of Implementation | Evidence of Success | |
| UDL | All students | Instructional Leadership Team, Administration, Teachers and Staff | Teachers will implement UDL engagement techniques to increase student engagement to promote discussions as evidenced by TPAS ratings in Domain 3 | Active discussion and engagement of all learners throughout the classroom discussion, TPAS ratings in Domain 3 | Walkthroughs and observations, TPAS ratings, PD Surveys, PLC minutes | |
| | Select Focus Group | | | | | |
| | Select Focus Group | | | | | |
| Attendance | | | | Evidence | | |
| Strategy | Strategy Group | Person(s) Responsible | End of Year Target | Evidence of Implementation | Evidence of Success | |
| Monthly Attendance Meetings with the Pupil Personnel Services Team to identify, review, and follow up with students and families who may require additional intervention. | All students | Pupil Services Team, Pupil Personnel Worker | 94% Overall Attendance Rate | Meeting Minutes from Monthly Attendance Meetings | Monthly Attendance Reports | |
| Home Visits and Referrals to Community Resources for Students who are chronically absent | All students | Pupil Personnel Worker, Grade Level Counselors, Administration, School Social Worker | 94% Overall Attendance Rate | eSchool Notes for Individual Students | Monthly Attendance Reports, Pupil Service Team Meeting Minutes, Individual Student Attendance Tracking, Community Resource Notes | |
| | Select Focus Group | | | | | |

School Quality Indicators

| School Culture & Climate | | | | Evidence | |
|--|--------------------|---|---|--|--|
| Strategy | Strategy Group | Person(s) Responsible | End of Year Target | Evidence of Implementation | Evidence of Success |
| Using MTSS incentives, we will focus on decreasing the overall number of discipline incidents resulting in suspensions. | All students | Administration, counselors, MTSS team, classroom teachers, PPW, | Decrease suspensions from the 2022-2023 school year. | Monthly discipline data to include ISI and out of school suspensions. | Suspensions less than 2022-2023 school year. |
| Staff will continue to build community within the classrooms, promoting positive and respectful relationships, which will promote an overall positive school culture. Staff will continue to teach appropriate behaviors that align with our school wide expectations. Staff will implement practices that are equitable and respectful when dealing with disciplinary infractions and being proactive to create a culture of connectivity where all members feel valued and thrive. | All students | Administration, Teachers, Paraeducators, Counselors, School Psychologist, School Social Worker | Positive trend on end of the year staff school culture and climate survey from the beginning of the year and in comparison to the 2019 Data | MTSS Meetings, Mid-year Culture and Climate Survey and Discussion, Professional Development, as needed, to support implementation of creating a positive classroom culture, TPAS (Observations) | 2024 School Year Climate and Culture Survey, eSchool Discipline Reports, MTSS Meeting Minutes, Administrative Team Minutes |
| In addition to Tier 1 interventions, teachers will continue to monitor, implement, and collect data when implementing Tier 2 and Tier 3 interventions to support students who are not responding to their current intervention. Staff will continue to support students who require additional social and emotional support while working with families to support and provide community resources. | All students | Administration, Teachers, Paraeducators, Counselors, School Psychologist, School Social Worker, Pupil Personnel Worker, Pupil Services Team, Community Resources, School Resource Officer | Positive trend on end of the year staff school culture and climate survey from the beginning of the year and in comparison to the 2019 Data | Unify Intervention Data, Pupil Services Team Meeting Minutes, Behavior Intervention Plan Monitoring and Feedback data | 2024 School Year Climate and Culture Survey, eSchool Discipline Reports, MTSS Meeting Minutes, Administrative Team Minutes |
| Challenging & Well-Rounded Curriculum | | | | Evidence | |
| Strategy | Strategy Group | Person(s) Responsible | End of Year Target | Evidence of Implementation | Evidence of Success |
| Students had access to foundations of technology through an online platform to receive a high school credit at the completion of the course | All students | CTE Teacher | 85.5% of the attributed students would receive high school credit | Completion of the course/grades | Completion of the course; high school credit awarded |
| | Select Focus Group | | | | |
| | Select Focus Group | | | | |
| Family Engagement | | | | Evidence | |
| Strategy | Strategy Group | Person(s) Responsible | End of Year Target | Evidence of Implementation | Evidence of Success |
| Frequent communication between the school and families is essential for academic success. Weekly information will be disseminated to parents with information related to academic progress, important events, and any other pertinent information related to academic and social success. Teachers will communicate via Schoology about grades and progress towards meeting the standards. Teachers will foster a collaboration with families by sending information related to the curriculum and feedback related to their child's progress. This also includes parent teacher conferences and meetings within the school to help support the whole child. | All students | Administration, Teachers, Paraeducators, Pupil Personnel Worker, Counselor, School Social Worker, Parents, Community Stakeholders | Families will have weekly communication from the principal and all grades will be posted and communicated with parents with ten work days of an assignment being assigned | Weekly grade checks of teachers, weekly newsletter disseminated to families, e-mails and communication from teachers to staff, communications to parents/guardians for positive behavior as well as identified concerns, conferences and parent contact logs | 2024 Culture and Climate Survey |

| | | | | | | |
|--|--|--------------------|--|---|---|---|
| | Parents are encouraged to join the PTSA to foster a collaboration between the school and the community so that they can be an integral part of decision making for our school. Frequent events to gain members and monthly meetings occur to elicit feedback from the community. Parents are encouraged to provide insight as to how the school can improve the overall culture and climate of the building. | All students | Administration, Teachers, Wellness Leaders | Teachers will be overall healthy, both physically and mentally. | Wellness Activities, Access to Community Resources, | Reduction in overall number of health-related absences and positive trends on the 2020 School Culture and Climate questions related to overall staff morale and attitude. |
| | | Select Focus Group | | | | |

| Other | | | | | Evidence | |
|----------|--------------------|-----------------------|--------------------|----------------------------|---------------------|--|
| Strategy | Strategy Group | Person(s) Responsible | End of Year Target | Evidence of Implementation | Evidence of Success | |
| | All students | | | | | |
| | Select Focus Group | | | | | |
| | Select Focus Group | | | | | |

[1] Explain why you chose this focus group and/or percentage change. [Note: Text box will expand to show all that is written].

[2] Annual Measurable Objectives (AMOs) are state established performance targets that assess the progress of student subgroups, schools, and each LEA.