



**School Information**

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

<b>School:</b>	<b>Leonardtwn Middle School</b>
<b>Principal:</b>	Dr. Deborah Dennie
<b>School Year:</b>	2023/2024

**SIT Membership**

Name	SIT Role	Role in School
Dr. Deborah Dennie	Administration	Principal
Mr. Donald Hollaway	Administration	Assistant Principal
Ms. Kaci Marschall	Administration	Assistant Principal
Mr. Robert Mattera	Administration	Assistant Principal
Mr. Scott Kopicko	IRT	Math IRT
Ms. Renae Redmond	IRT	ELA IRT
Ms. Christen Doerrer	Other	School Counselor
Ms. Kathy Sheehan	Classroom Teacher	ELA Department Chair
Ms. Megan Soly	Classroom Teacher	Math Department Chair
Ms. Virginia Piotrowski	Classroom Teacher	Science Department Chair
Ms. Virginia Piotrowski	Classroom Teacher	Science Department Chair
Ms. Tamara Payne	Classroom Teacher	Social Studies Department Chair
Ms. Megan Czechanski	Classroom Teacher	Unified Arts Department Chair
Ms. Crystal Kump	Classroom Teacher	Special Ed Department Chair
Ms. Mary Beth Hamm	Classroom Teacher	Co-Team Lead
Ms. Susan Parlett	Classroom Teacher	Co-Team Lead
Ms. Kathleen Bartley	Classroom Teacher	Team Lead
Ms. Mary Wilkinson	Classroom Teacher	Team Lead
Ms. Jennifer Dade	Classroom Teacher	Team Lead
Ms. Nennah Byle	Classroom Teacher	Team Lead
Ms. Jennifer Marchese	Classroom Teacher	Equity School Site Leader (ESSL)

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><b>Introduction to your SIP/ School Profile</b> (approximately 100 words)</p>	<p>Leonardtown Middle School (LMS) serves a diverse population of 965 students. Our school maintains a highly qualified staff, utilizes relevant instructional technology, and boasts a strong academic focus. In recent years, the school has made progress in closing the achievement gap and using restorative practices. In the upcoming year, we will continue to meet the needs of all students by taking a standards-based approach to education, cultivating a positive school culture, and promoting appropriate academic rigor</p>
<p><b>Equity Vision Statement</b> (approximately 50 words)</p>	<p>Leonardtown Middle School will support the development of thoughtful individuals, create rigorous academic opportunities, and cultivate an inclusive and cooperative community.</p>
<p><b>Your School's Key Strengths</b> (approximately 50 words)</p>	<ul style="list-style-type: none"> <li>-Highly-effective staff who value professional growth and collaboration</li> <li>-Rigorous and relevant curriculum</li> <li>-Access to educational technology</li> <li>-Responsiveness to student needs</li> <li>-Strong school community</li> <li>-Data-driven, differentiated instruction</li> <li>-Exceptional unified arts programs</li> <li>-Robust MTSS program</li> </ul>
<p><b>Progress Made During Prior Year</b> (approximately 50 words)</p>	<ul style="list-style-type: none"> <li>-Academic leader in the county according to MCAP standing when compared to SMCPs and the state</li> <li>-Implementation of a Multi-Tiered Systems of Support and and maintenance of Tier 2 standing</li> <li>-Decreased in the number of referrals in the top 5 incident categories from the previous school year</li> </ul>
<p><b>Areas of Continued Growth for Upcoming Year</b> (approximately 50 words)</p>	<ul style="list-style-type: none"> <li>-Academic leader in the county according to MCAP standing when compared to SMCPs and the state</li> <li>-Implementation of a Multi-Tiered Systems of Support and and maintenance of Tier 2 standing</li> <li>-Decreased in the number of referrals in the top 5 incident categories from the previous school year</li> </ul>
<p><b>Connection Between School's Work and SMCPs Mission</b> (approximately 50 words)</p>	<p>LMS is committed to creating equitable educational experiences for all students, while maintaining a focus on rigor, respect, and excellence.</p>

School Improvement Goals

2023/2024

Leonardtown 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

		Measure	Group	SY18 Data	SY19 Data	SY22 Data	SY23 Data	SY24 Goal	Percentage Point Increase	Rationale/notes (optional) [1]	SY24 AMO [2]
: Indicators	Academic Achievement	MCAP (PARCC) Performance - English (% Proficient)	All Students	53.4%	56.1%	61.5%	63.0%	65.0%	2%		59.57%
			ELA Grade 6	53.8%	54.2%	63.5%	73.0%	75.0%	2%		
			ELA Grade 7	49.3%	62.0%	57.7%	57.0%	60.0%	3%		
			ELA Grade 8	45.1%	52.9%	64.5%	61.0%	63.0%	2%		
			Economically Disadvantaged	29.1%	22.6%	30.2%	37.0%	39.0%	2%		39.27%
			Special Education	9.6%	9.7%	17.5%	19.0%	21.0%	2%		22.60%
		MCAP (PARCC) Performance - Mathematics (% Proficient)	All Students	55.0%	50.3%	37.1%	34.0%	40.0%	6%	within 10% of a pre-pandemic number	61.56%
			Math Grade 6	53.2%	47.8%	37.5%	38.0%	43.0%	5%	within 5% of a pre-pandemic number	
			Math Grade 7	52.2%	56.9%	36.9%	39.0%	47.0%	8%	within 10% of a pre-pandemic number	
			Math Grade 8	33.9%	27.6%	21.1%	12.0%	28.0%	16%	within 5% of a pre-pandemic number	
			Algebra 1	94.5%	95.0%	56.5%	44.0%	57.0%	13%		
			Economically Disadvantaged	22.9%	21.3%	8.0%	9.0%	14.0%	5%		35.86%
			Special Education	8.6%	5.0%	10.9%	8.0%	13.0%	5%		25.96%

Academic	Academic Progress	MCAP (PARCC) Growth - English	All Students	61.0	53.0	89.1				
			Economically Disadvantaged	48.0	51.5	70.2				
			Special Education	45.0	54.0	16.6				
		MCAP (PARCC) Growth - Mathematics	All Students	55.0	56.0	93.4				
			Economically Disadvantaged	47.0	49.0	47.6				
			Special Education	43.0	51.0	38.9				
		MCAP (PARCC) Performance - Science (% Proficient) Grade 8	All Students		61.0%	62.9%	42.0%	53.0%	11%	
			Economically Disadvantaged		23.8%	28.0%	15.0%	20.0%	5%	
			Special Education		14.6%	17.6%	12.0%	15.0%	3%	
		Completion of Well-Rounded Curriculum	All Students	88.3%	89.7%	86.1%	92.5%	95.0%		
			Economically Disadvantaged	67.6%	81.0%	55.6%				
			Special Education	64.0%	75.0%	50.0%				
	ELL	ELL Proficiency	All Students							
School Quality Indicators	School Quality/Student Success	(Students NOT) Chronically Absent	All Students	88.0%	86.2%	76.0%		80.0%		
			Select Focus Group							
			Select Focus Group							
		Climate Survey (out of 10)	Educators (out of 3)		1.5	1.3		1.5		
			All Students (out of 7)		2.6	2.3		3		
			Select Focus Group							
			Select Focus Group							
		Opportunities/Access	All Students	93.2%	99.1%	98.7%	98.8%	99.0%		
			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.

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
	Targeted Monthly Data Meetings - Grade Passback Data	All students	IRTs, grade level APs, grade level counselors	Reduce number of Fs by 5%	Grade Passback Data: Weekly & Quarterly Data Meeting Minutes & Reflections	The number of total Fs will reduce by 5%.
	School-Wide "Academic Bowl"	All students	Admin, Teachers, IRTs	Reduce number of Fs by 5%	School-wide initiative to support in the academic success of all students.	The total number of Fs in each grade level will be under five percent.
	UDL / Differentiation Strategies	All students	Admin, Teachers, IRTs	Improvement on MCAP Scores	Admin & IRT Walkthroughs to observe teachers consistently implementing UDL strategies and sharing successful strategies at staff meetings	Improvement on MCAP and MISA assessments.
	GoalBook Resources & Access	Special Education	Special Education Department, Ms. Marschall	-Increase MCAP proficiency scores for students receiving Special Education services by 5% for each assessment -Decrease total number of Fs for students receiving Special Education services by 5%	-County-Level PD -PLC & Department meeting minutes -Observations of teachers utilizing GoalBook resources in daily lessons	-Increased "proficient" MCAP scores of for students receiving Special Education services by 5% -Decrease number of Fs for students receiving Special Education services by 5%.
	Instructional Practice (professional development)				Evidence	
	Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
	UDL / Differentiation Strategies - County Professional Development	All students	IRTs, Admin	-Reduce the number of total Fs by 5% -Increase in MCAP growth scores (different for each assessment and subgroup)	-Staff participation in UDL PD -Observing teachers using UDL strategies and sharing success at staff meetings	Improvement on MCAP and MISA assessments.
	GoalBook Professional Development	Special Education	Department of Special Education	Increased the number of staff trained on how to use GoalBook effectively	GoalBook Training Attendance Records	All Special Education teachers and more Gen Ed staff using GoalBook to support student receiving Special Education Services.
	Select Focus Group					
Attendance				Evidence		
Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success	
Monthly Attendance Meetings to identify, review and progress-monitor students and families who require additional intervention	All students	Admin, PPW, Guidance Counselors	93.5% Overall Attendance Rate	Meeting Minutes from Monthly Attendance Meetings	-Monthly attendance reports -Attendance Meeting minutes	
Home visits and referrals to community resources for chronically absent students	All students	PPW, Admin	-93.5% Overall Attendance Rate -Reduce number of chronically absent students by 5%	-Meeting Minutes from Monthly Attendance Meetings -eSchool documentation for individual students	-93.5% Overall Attendance Rate -5% reduction of chronically absent students	
	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
Increased Student Voice	All students	MTSS Tier One Team, APs, Principal	Increased student participation in daily school functions	-Student produced morning announcements -Monthly SLAC meeting with Dr. Dennie	-MTSS student survey reflecting increased student representation in school based decisions -Monthly student panel meeting with Dr. Smith and SMOB
Cross-Curricular Clubs & Intermural Sports	All students	Club Sponsors & Admin	Increase student participation in clubs and intermural sports by 5%	Quarterly S'More update sent to all stakeholders	Increased student participation in clubs and intermural sports by 5%
MTSS Tier 1 and Tier 2 Strategies & Events	All students	Admin & MTSS Team	Improvement on student climate survey results (3.2 to 3.4)	-Bi-weekly MTSS Committee Meetings -School-wide teaching and enforcement of P.A.W.S. expectations -Quarterly professional development regarding MTSS/PBIS goals, initiatives, and interventions -P.A.W.S. tickets -Quarterly MTSS Tier One Events	Increased and/or maintained score in the TFI
Staff Social Committee	All students	Admin, Sponsors, PTA	Increase staff participation in school-wide staff events by 10%	Staff RSVPs & attendance at quarterly staff events	Increased staff participation in school-wide staff events by 10%

Challenging & Well-Rounded Curriculum				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				

Family Engagement				Evidence	
Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Monthly MTSS Meetings	All students	Admin, MTSS Team	Increased parent and student participation at monthly MTSS meetings.	-Student Climate Survey -Meeting and event attendance records for community MTSS events	-Increased score on School Culture & Climate Survey -Parent Survey reflecting parental engagement
Weekly/Monthly Reminder SMORE	All students	Dr. Dennie	90% of parents view the weekly/monthly reminder SMORES	Each administrator sends out a grade level SMORE once a month that is accessible through the Principal's weekly reminder SMORE; Principal continues to send out weekly reminder SMORE	Look at the percent of parents who look at the weekly and monthly SMORES
PTA Participation	All students	PTA; MTSS Committee; Dr. Dennie	Grow parent participation by 10%	Weekly Communicaiton in the Weekend Parent Smore	PTA Membership

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				

### Evidence

First, determine the priorities for your school's content work for the year by considering the strengths and/or barriers that are leading to the increasing or decreasing differences between your prior year baseline data and your next year's goals. All schools are required to determine a focus for literacy and are encouraged but not required to determine a focus for math.

Next, prioritize at least one key strategy your school will take to advance this focus area with all students and as applicable, strategies specific to one or both of your focus groups. For each strategy, consider the end of year target you plan to reach during the school year. This end of year target should link back to one or more of your SIP goals.

Next, outline the implementation data and outcome data you will examine to determine your success on that strategy. Implementation data focuses on adult actions taken to advance progress on the strategy and helps tell you whether you are executing the strategy the way you said you would. Outcome data focuses on the results you expect to see if the strategy is implemented with fidelity. It can include data on students, staff, or families and helps tell you whether the strategy is working.

#### Evidence of Implementation

Implementation data, or Evidence of Implementation, focuses on adult actions taken to advance progress on the strategy and helps tell you whether you are executing the strategy the way you said you would. This section should answer the question: How do we know we are implementing this strategy?

#### Evidence of Success

Outcome Data, or Evidence of Success, is the results you expect to see if the strategy is implemented with fidelity. It can include data on students, staff, or families and helps tell you whether the strategy is working. This section should answer the question: How do we know this strategy is successfully moving us towards our overall goal for this area?

### End of Year Target

Your End of Year Target should link back to one or more of your SIP goals and reflect where you plan to be by the end of the year.