



### School Information

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

<b>School:</b>	<b>Margaret Brent Middle School</b>
<b>Principal:</b>	Glenna Edwards
<b>School Year:</b>	2025 - 2026

Enter the members of your school leadership team.

### SIT Membership

Name	SIT Role	Role in School
Glenna Edwards	Administration	Principal
James Peeler	Administration	6th Grade Assistant Principal
Jessica Bosse	Administration	7th Grade Assistant Principal
Patrick James	Administration	8th Grade Assistant Principal
Victoria James	IRT	Instructional Resource Teacher
Suzanna Boyd	Classroom Teacher	ELA Department Chair
Richard Guthrie	Classroom Teacher	Math Department Chair
Kelly Burhardt	Classroom Teacher	Science Department Chair
Sean Twigg	Classroom Teacher	Social Studies Department Chair
Staff	Classroom Teacher	Grade Level Teams

**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. MBMS has been identified as a Targeted Support and Improvement (TSI) school based on the performance of two student groups (Students with Disabilities, Economically Disadvantaged students) and is implementing a focused, student-centered plan to promote growth and success for all learners. The goal for the year is that students identified in those areas will increase their scores so that TSI is no longer needed.

<p><b>Introduction to your SIP/ School Profile (approximately 100 words)</b></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 865 tudents enrolled for the 2025-2026 school year. Our school ethnic population is comprised of 77.7% caucasion, 8.8% African American, 5.3% Hispanic and 7.3% multi-racial. The percentage of students eligible for Free and Reduced Meals is 36.12% and the percentage of students recieving special education services is 12.66%. 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 formals and informal methods. We are continually buildingg connections with our community to foster student growth acaemically and socially.</p>
<p><b>Equity Vision Statement (approximately 50 words)</b></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><b>Your School's Key Strengths (approximately 50 words)</b></p>	<p>Margaret Brent Middle School has established a positive school culture and climate that promotes academic excellence and personal responsibility. Staff collaboration and ongoing engagement in professional development (UDL) and MTSS Tiered levels of academic support continue to strengthen instruction, student engagement and content mastery.</p>
<p><b>Progress Made During Prior Year (approximately 50 words)</b></p>	<p>MBMS students demonstrated improvement in theareas of ELA 7, Math 6, and Math 8. An examplination of the subgroups showed students idenified as economically disadvantaged showed a 1% growth in the number of students testing proficient; however the proficiency rate is still below the AMO of 38.24%</p>

<p><b>Areas of Continued Growth for Upcoming Year (approximately 50 words)</b></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. 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 and MTSS Tiered academic interventions.</p>
<p><b>Connection Between School's Work and SMCPs Mission (approximately 50 words)</b></p>	<p>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.</p>

School Improvement Goals

2025 - 2026

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 ~ MS Accountability Calculations

		Measure MD Report Card	Group	SY23 Data	SY24 Data	SY25 Data	SY26 Goal	Percentage Point Increase	Rationale/notes (optional) [1]	SY26 AMO [2]
Academic Achievement	MCAP Performance English (% Proficient)	All Students	55.0%	57.1%	55.4%	56.7%	1%		54.4%	
		ELA Grade 6	57.0%	59.3%	55.8%	57.0%	1%			
		ELA Grade 7	53.0%	60.4%	61.2%	62%	1%			
		ELA Grade 8	54.0%	51.4%	49.5%	51.4%	2%			
		Special Education	9.1%	11.7%	10.4%	11.4%	1%	Mid-Year Formative Assessments indicates 20.72% of students were proficient.	31.38%	
		Economically Disadvantaged	41.8%	45.0%	37.5%	40.0%	3%	Mid-Year Formative Assessments indicates 40.82% of students were proficient.	38.35%	
	MCAP Performance Mathematics (% Proficient)	All Students	30.7%	29.4%	28.7%	30.0%	1%		57.2%	
		Math 6	32.9%	28.5%	29.50%	30.0%	1%			
		Math 7	31.1%	34.9%	33.2%	35%	2%			
		Math 8	20.4%	11.8%	15.4%	17.0%	2%			
		Algebra 1	44.8%	57.5%	52.2%	54.0%	2%	Mid-Year Formative Assessments indicates 53.84% of students were proficient.		

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Metrics ~ MS Accountability Calculations

		Measure <u>MD Report Card</u> (% Proficient)	Group	<u>SY23</u> <u>Data</u>	<u>SY24</u> <u>Data</u>	<u>SY25</u> <u>Data</u>	SY26 Goal	Percentage Point Increase	Rationale/notes (optional) [1]	<u>SY26</u> <u>AMO</u> [2]
Academic Indicators			Special Education	5.0%	5.0%	5.0%	6.0%	1%	Mid-Year Formative Assessments indicates 18.85% of students were proficient.	31.38%
			Economically Disadvantaged	19.9%	16.7%	17.3%	18.0%	1%	Mid-Year Formative Assessments indicates 23.89% of students were proficient.	38.24%
	Academic Progress	MCAP Growth English (Percentile)	All Students	54.0	50.0			0.0		
			Select Focus Group					0.0		
			Select Focus Group					0.0		
		MCAP Growth Mathematics (Percentile)	All Students	62.0	53.0			0.0		
			Select Focus Group					0.0		
			Select Focus Group					0.0		
		MCAP Performance Science Grade 8 (% Proficient)	All Students	29.2%	26.8%	30.0%		-30%		
			Special Education	5.0%	5.0%	5.0%		-5%		
Economically Disadvantaged	22.0%		18.1%	17.9%		-18%				
All Students	36.9%		37.8%	38.0%	38.5%	1%				
MCAP Performance Social Studies Grade 8	Special Education			7.0%		-7%				

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Metrics ~ MS Accountability Calculations

		<u>Measure</u> <u>MD Report Card</u>	Group	<u>SY23</u> <u>Data</u>	<u>SY24</u> <u>Data</u>	<u>SY25</u> <u>Data</u>	SY26 Goal	Percentage Point Increase	Rationale/notes (optional) [1]	<u>SY26</u> <u>AMO</u> [2]	
		(% Proficient)	Economically Disadvantaged			1.0%		-1%			
		Completion of Well-Rounded Curriculum	All Students	78.3%	73.7%			0%			
			Select Focus Group					0%			
			Select Focus Group					0%			
	ELL	ELL Proficiency	All Students					0%			
	School Quality Indicators	School Quality/Student Success	(Students NOT) Chronically Absent	All Students	67.5%	62.1%			0%		
				Select Focus Group					0%		
				Select Focus Group					0%		
			Climate Survey (out of 10)	Educators (out of 3)	1.8	2.1			0%		
				All Students (out of 7)	1.9	2.1			0%		
Select Focus Group								0%			
Select Focus Group								0%			
Opportunities/Access			All Students	99.0%	99.3%			0%			
			Select Focus Group					0%			
			Select Focus Group					0%			

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

Academic Achievement (Curriculum)				Evidence	
Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Implementation of Desmos across math classrooms to promote inquiry-based learning and data-driven math instruction	All students	Math Teachers	Students will increase their overall modeling/reasoning scores on Math MCAP.	Walkthroughs, observations, collaborative planning, common assessments, monitoring Desmos usage data, etc.	Modeling and reasoning scores on classroom, county, and state assessments
Implementation of Savvas curriculum and Lit Lab scheduling according to student readiness to better differentiate instruction and increase reading, writing, speaking, and listening skills	All students	ELA and Lit Lab Teachers	Students will increase their overall reading and writing scores on ELA MCAP.	Walkthroughs, observations, collaborative planning, common assessments, monitoring etc.	Reading and writing scores on classroom, county, and state assessments
Implementation of Amplify across science classrooms to promote inquiry-based learning and data-driven science instruction	All students	Science Teachers	Students will increase their overall Science and Engineering Practices scores on the MISA assessments as reflected on the MISA data.	Walkthroughs, observations, collaborative planning, common assessments, monitoring Amplify usage data, etc.	Science and Engineering Practices scores on classroom, county, and state assessments
Implementation of county-created Social Studies curriculum to promote retention of Social Studies facts and skills & processes	All students	Social Studies Teachers	Students will increase their overall knowledge retention scores on the Social Studies MCAP assessment.	Walkthroughs, observations, collaborative planning, common assessments, monitoring etc.	Social Studies fact retention and skills & processes scores on classroom, county, and state assessments

<b>Academic Indicators</b>	Continue to work with core content teachers to monitor students on their case load's progress towards reaching their ELA/math goals	Special Education	SPED Teachers	Identified SPED students will increase their overall scores in Math and ELA.	Walkthroughs, observations, collaborative planning, monitoring core content quarterly data, etc.	See evidence of success in Math and ELA (above). Mid-Year Formative Assessments indicates 20.72% special education of students were proficient in ELA. The Mid-Year Formative Assessments indicates 18.85% of special education students were proficient in math. The EOY MCAP goal is 6.0%. Students in the cohort have been assigned staff "coaches" that meet with each individual student quarterly. Staff and students review current data and set short term goals.
	Monitor MBMS's identified students and implement one-on-one data lessons with these students once per quarter to discuss their quarterly data. Work with the students to set goals and follow-up with the students at their next meet. Tier I and Tier II strategies will be used during data lessons.	Economically Disadvantaged	ILT and Teacher Coaches	Students will increase their overall scores in Math and/or ELA.	Data sheets and meeting notes will be reviewed quarterly for progress monitoring	See of evidence of success in Math and ELA (above). The Mid-Year Formative ELA Assessments indicates 40.82% of ED students were proficient. The EOY goal is 40%. Mid-Year Formative Math Assessments indicates 23.89% of ED students were proficient. The EOY MCAP goal is 18%. Students in the cohort have been assigned staff "coaches" that meet with each individual student quarterly. Staff and students review current data and set short term goals.
	<b>Instructional Practice (professional development) Evidence</b>					
<b>Strategy</b>	<b>Strategy Group</b>	<b>Person(s) Responsible</b>	<b>End of Year Target</b>	<b>Evidence of Implementation</b>	<b>Evidence of Success</b>	
Tier I Strategies (UDL, TPT, RA, etc.) and Collaborative Inquiry	All students	Instructional Leadership Team, Administration, Teachers and Staff	Teachers will implement Tier I 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; grade-level/content team meeting agendas and notes	Walkthroughs and observations, TPAS ratings, PD Surveys, team meeting minutes; quarterly artifact document with reflections	

Attendance				Evidence	
Strategy	Strategy Group	Person(s) Responsible	End of Year Target	Evidence of Implementation	Evidence of Success
Weekly Attendance Reports identifying students absent 3 or more consecutive days. Counselors will call guardians weekly.	All students	Attendance secretary, counselors	94% Overall Attendance Rate	Weekly Attendance reports, counselor call logs, Eschool communication log,	Reduction of students absent 3+ days weekly
Monthly letters to parents of students with unlawful absences	All students	Attendance secretary, Principal	94% Overall Attendance Rate	Monthly letters	Reduction of unlawful absences
Meetings with families of students with 10+ absences	All students	Principal, AP, Counselor, Nurse	94% Overall Attendance Rate	Meeting agenda, notes	Reduction of absences
Home Visits and referrals to community resources for students chronically absent	All students	PPW	94% Overall Attendance Rate	eSchool Notes for Individual Students	Monthly Attendance Reports, Pupil Service Team Meeting Minutes, Individual Student Attendance Tracking, Community Resource
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 overall referrals from the 2024-2025 school year.	Monthly discipline data to include ISI and out of school suspensions.	Suspensions less than 2024-2025 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 previous year's 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)	2026 School Year Climate and Culture Survey, eSchool Discipline Reports, MTSS Meeting Minutes, Administrative Team Minutes

**School Quality In**

<p>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.</p>	<p>All students</p>	<p>Administration, Teachers, Paraeducators, Counselors, School Psychologist, School Social Worker, Pupil Personnel Worker, Pupil Services Team, Community Resources, School Resource Officer</p>	<p>Positive trend on end of the year staff school culture and climate survey from the beginning of the year and in comparison to previous year's data</p>	<p>Unify Intervention Data, Pupil Services Team Meeting Minutes, Behavior Intervention Plan Monitoring and Feedback data</p>	<p>2026 School Year Climate and Culture Survey, eSchool Discipline Reports, MTSS Meeting Minutes, Administrative Team Minutes</p>
<p><b>Challenging &amp; Well-Rounded Curriculum</b></p>				<p><b>Evidence</b></p>	
<p><b>Strategy</b></p>	<p><b>Strategy Group</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>End of Year Target</b></p>	<p><b>Evidence of Implementation</b></p>	<p><b>Evidence of Success</b></p>
<p>Students had access to foundations of technology through an online platform to receive a high school credit at the completion of the course</p>	<p>All students</p>	<p>CTE Teacher</p>	<p>85.5% of the attributed students would receive high school credit</p>	<p>Completion of the course/grades</p>	<p>Completion of the course; high school credit awarded</p>
<p><b>Family Engagement</b></p>				<p><b>Evidence</b></p>	
<p><b>Strategy</b></p>	<p><b>Strategy Group</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>End of Year Target</b></p>	<p><b>Evidence of Implementation</b></p>	<p><b>Evidence of Success</b></p>
<p>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.</p>	<p>All students</p>	<p>Administration, Teachers, Paraeducators, Pupil Personnel Worker, Counselor, School Social Worker, Parents, Community Stakeholders</p>	<p>Families will have weekly communication from the principal to include monthly grade and content level information. All grades will be posted and communicated with parents with ten work days of an assignment being assigned</p>	<p>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</p>	<p>2026 Culture and Climate Survey</p>

<b>Evidence</b>	
<p>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.</p> <p>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.</p> <p>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.</p>	
<b>Evidence of Implementation</b>	<b>Evidence of Success</b>
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?	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?
<b>End of Year Target</b>	
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.	

[1] Explain why you chose this focus group and/or percentage change.

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