



Continuous School Improvement Plan (CSIP)

2025-2026

## Continuous School Improvement Plan 2025-2026 Needs Assessment

Team Members	Name and Role																																				
School Administrators	Dr. Suzan Harris-Principal Kendra Jenkins-AP Scott Robinson-AP Bill Glass-AP																																				
Teachers: (include subgroup)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 14.28%;">Shaquille Zellner</td> <td style="width: 14.28%;">Cassandra Werden</td> <td style="width: 14.28%;">Amy Matthews</td> <td style="width: 14.28%;">Saleha Ahmed</td> <td style="width: 14.28%;">Alishia Hall</td> <td style="width: 14.28%;">Ryan Rigsby</td> </tr> <tr> <td>Brittany Duke</td> <td>Amy Beasley</td> <td>Brain Brannock</td> <td>Leigh Anne Cook</td> <td>Angelica Price</td> <td>Barfbara Martin</td> </tr> <tr> <td>Alicia Gentle</td> <td>Crystal McGaha</td> <td>Fatima Leggett</td> <td>Kyle Kersey</td> <td>Tracey Miles</td> <td>Tina Kerlin</td> </tr> <tr> <td>Elrica Henderson</td> <td>Vivian Alewine</td> <td>Ashley Pierce</td> <td>Joshua Smith</td> <td>Jacob Bishop</td> <td>Jessica Bolton</td> </tr> <tr> <td>Melissa Campbell</td> <td>Tyler Allen</td> <td>Robert O’Brien</td> <td>Alison Williams</td> <td>Sarah Glover</td> <td>Emily Wynn</td> </tr> <tr> <td>LaBreeska Long</td> <td>Anna Irvin</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Shaquille Zellner	Cassandra Werden	Amy Matthews	Saleha Ahmed	Alishia Hall	Ryan Rigsby	Brittany Duke	Amy Beasley	Brain Brannock	Leigh Anne Cook	Angelica Price	Barfbara Martin	Alicia Gentle	Crystal McGaha	Fatima Leggett	Kyle Kersey	Tracey Miles	Tina Kerlin	Elrica Henderson	Vivian Alewine	Ashley Pierce	Joshua Smith	Jacob Bishop	Jessica Bolton	Melissa Campbell	Tyler Allen	Robert O’Brien	Alison Williams	Sarah Glover	Emily Wynn	LaBreeska Long	Anna Irvin				
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Parents: (not employees of the school)	Latara Miller Tasha Puckett Deanna Moore																																				
Community Stakeholders	Kim Freshwater Cheryl Travis-Jones Latara Miller																																				

Team Focus
We engaged in data-driven reflection to identify areas where our students and staff are not meeting expectations. Through collaborative analysis—using the fishbone diagram—we uncovered root causes, challenged assumptions, and built a shared understanding of the problem. Together, we developed a clear, actionable Theory of Action that will help us align our efforts and drive meaningful improvements for all learners.

## Continuous School Improvement Plan 2025-2026

What is our current state?

Our data indicates that our improvements to content mastery might be as a result of several factors including: student and staff attendance, teacher content knowledge, and setting high expectations for both students and staff as we move towards proficiency and a growth-based culture within our school.

What is our desired state?

If we make improvements to the aforementioned, then we will experience improvements to students owning their own learning and continued improvements in content mastery and student growth.


Norms

- Be prompt
- Bring your attention
- Be respectful
- Begin and end on time

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Overall CCRPI Performance-Content Mastery



Select Report Year: 2024

### 2024 College and Career Ready Performance Index (CCRPI)

Butts County District  
Henderson Middle School

SELECT A REPORT TYPE


ALL   MIDDLE

GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT (GOSA) MIDDLE SCHOOL SCORE

# 71.6

OVERVIEW
**CONTENT MASTERY**
PROGRESS
CLOSING GAPS
READINESS
SCHOOL CLIMATE

### Content Mastery ?



**WHAT IS CONTENT MASTERY?**

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies on Georgia Milestones and Georgia Alternate Assessment 2.0.

**HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?**

54.0

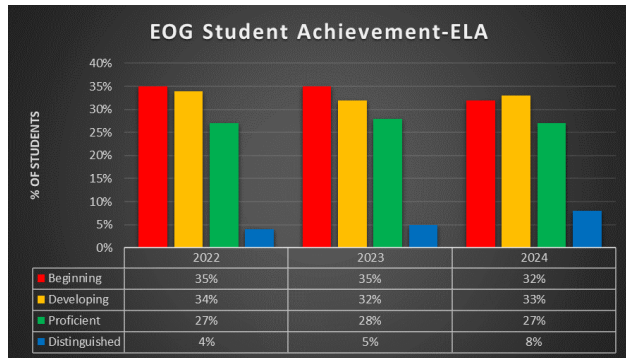
<b>HOW DID THE DISTRICT AND STATE PERFORM?</b>	DISTRICT SCORE	54.0	
	STATE SCORE	64.0	

<b>HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?</b>	ENGLISH LANGUAGE ARTS <small>98.23% Participation Rate</small>	56.57	↑ +2.58
	MATHEMATICS <small>98.09% Participation Rate</small>	54.44	
	SCIENCE <small>96.09% Participation Rate</small>	50.63	↑ +3.83
	<a href="#">View SCIENCE data</a>		
	SOCIAL STUDIES <small>96.09% Participation Rate</small>	48.53	↓ -0.46

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### ELA and Reading (Insert FY24 Data from Milestones, GKIDS, GAA, CCRPI)



#### ACHIEVEMENT LEVELS

#### SCORES, TARGETS, AND FLAGS

	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
<b>ALL STUDENTS</b> 98.23% Participation Rate	31.00%	32.86%	28.14%	8.00%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>BLACK</b> 98.76% Participation Rate	40.87%	34.78%	18.70%	5.65%
<b>HISPANIC</b> 100.00% Participation Rate	31.11%	22.22%	35.56%	11.11%
<b>MULTI-RACIAL</b> 97.62% Participation Rate	34.15%	39.02%	24.39%	2.44%
<b>WHITE</b> 97.72% Participation Rate	24.87%	32.28%	33.60%	9.26%
<b>ECONOMICALLY DISADVANTAGED</b> 98.23% Participation Rate	31.00%	32.86%	28.14%	8.00%
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>STUDENTS WITH DISABILITY</b> 95.12% Participation Rate	58.44%	22.08%	11.69%	7.79%

#### ACHIEVEMENT LEVELS

#### SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 98.23% Participation Rate	56.57	55.12	🟢
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>BLACK</b> 98.76% Participation Rate	44.57	42.47	🟢
<b>HISPANIC</b> 100.00% Participation Rate	63.34	66.35	🚩
<b>MULTI-RACIAL</b> 97.62% Participation Rate	47.56	61.17	🚩
<b>WHITE</b> 97.72% Participation Rate	63.63	59.82	🟢
<b>ECONOMICALLY DISADVANTAGED</b> 98.23% Participation Rate	56.57	55.12	🟢
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	Too Few Students	57.58	
<b>STUDENTS WITH DISABILITY</b> 95.12% Participation Rate	34.42	36.07	🟡

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Progress



#### WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students on Georgia Milestones and categorical growth for students on Georgia Alternate Assessment 2.0. English language proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

HOW DID THE SCHOOL PERFORM ON PROGRESS?

84.6 ↑ +5.8

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	84.6
STATE SCORE	82.3

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	86.93	↑ +8.80
MATHEMATICS	82.31	↑ +2.93
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY		Too Few Students

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

#### ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

#### PROGRESS LEVELS

SCORES

	Growth Levels			
	Level 1	Level 2	Level 3	Level 4
ALL STUDENTS	25.00%	12.43%	26.32%	36.26%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK	25.44%	11.84%	25.88%	36.84%
HISPANIC	30.23%	11.63%	23.26%	34.88%
MULTI-RACIAL	25.00%	15.00%	30.00%	30.00%
WHITE	24.18%	12.77%	26.63%	36.41%
ECONOMICALLY DISADVANTAGED	25.00%	12.43%	26.32%	36.26%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	17.57%	9.46%	40.54%	32.43%

### Closing Gaps



#### WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

64.7

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	64.7
STATE SCORE	68.3

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

#### SUMMARY OF FLAGS

#### ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

#### LEGEND

- Subgroup met improvement target\*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS	56.57	55.12	🟢
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	44.57	42.47	🟢
HISPANIC	63.34	66.35	🔴
MULTI-RACIAL	47.56	61.17	🔴
WHITE	63.63	59.82	🟢
ECONOMICALLY DISADVANTAGED	56.57	55.12	🟡
ENGLISH LEARNERS	Too Few Students	57.58	
STUDENTS WITH DISABILITY	34.42	36.07	🟡

## Continuous School Improvement Plan 2025-2026

### Data Analysis

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#### 2025 Milestones Content Mastery Prediction

HMS								
ELA	Level 4	Level 3	Level 2	Level 1	Totals	# Tested	Wt.	Total
Grade 6 Percent	7%	28%	23%	42%	99.8%	264	0.36066	18.1%
Wt. Score	11%	28%	12%	0%	50%			
Grade 7 Percent	7%	25%	34%	35%	100.2%	248	0.33880	17.5%
Wt. Score	10%	25%	17%	0%	52%			
Grade 8 Percent	4%	27%	44%	25%		220	0.30055	16.4%
Wt. Score	6%	27%	22%	0%	55%	Total		
<b>ELA Total</b>						732		52.0%
Math	Level 4	Level 3	Level 2	Level 1	Totals	# Tested	Wt.	Total
Grade 6 Percent	8%	25%	38%	30%	99.8%	264	0.35153	19.4%
Wt. Score	11%	25%	19%	0%	55%			
Grade 7 Percent	9%	22%	39%	30%	99.8%	267	0.35553	19.7%
Wt. Score	14%	22%	20%	0%	55%			
Grade 8 Percent	18%	31%	34%	17%	100.3%	220	0.29294	22.2%
Wt. Score	27%	31%	17%	0%	76%	Total		
<b>Math Total</b>						751		61.3%
MS Science	Level 4	Level 3	Level 2	Level 1	Totals	# Tested	Wt.	Total
Grade 8 Percent	5%	21%	36%	39%	100.1%	75	0.75000	33.9%
Wt. Score	7%	21%	18%	0%	45%			
					Total	# Tested	Wt.	Total
HS Science	23%	73%	5%	0%	100%	25	0.25000	27.3%
Grade 8 Percent	34%	73%	2%	0%	109%			
						Total		Science Total
						100		61.2%
Social Studie	Level 4	Level 3	Level 2	Level 1	Totals			
Grade 8 Percent	4%	24%	40%	32%	99.7%	<b>Almost Content Mastery</b>		
Wt. Score	6%	24%	20%	0%	50%	<b>56.4%</b>		

## Continuous School Improvement Plan 2025-2026

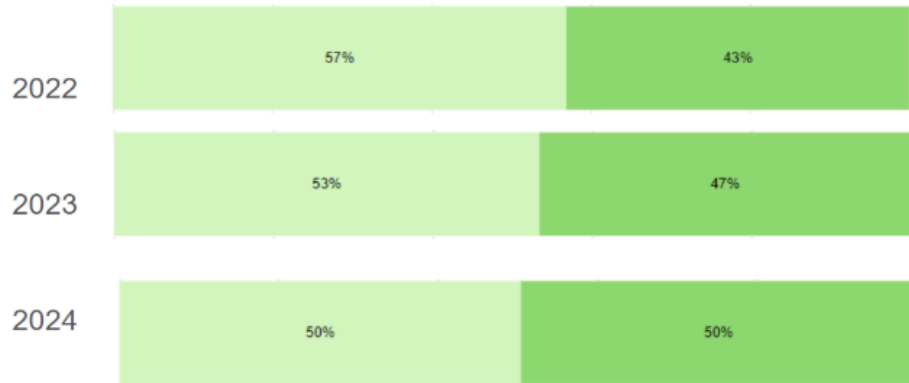
### Data Analysis

# Continuous School Improvement Plan 2025-2026

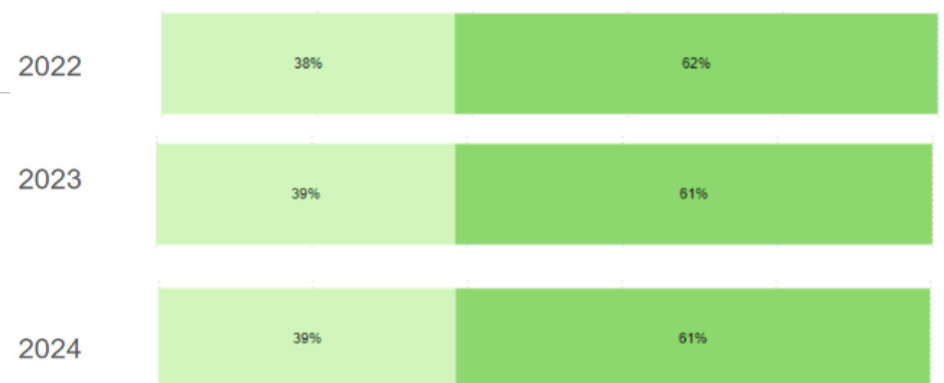
## Data Analysis

### CCRPI 2024-Reading Levels by Grade Level

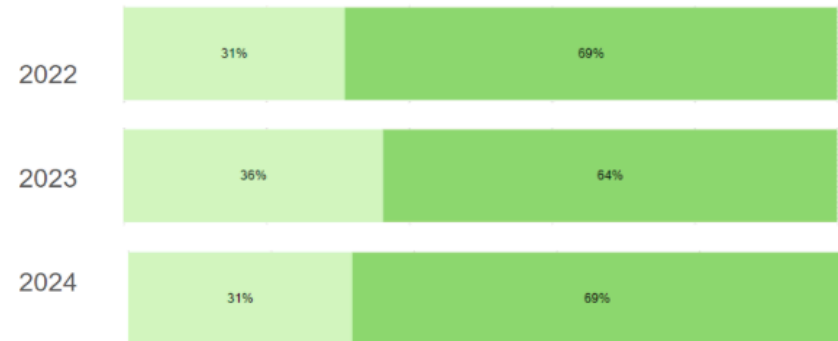
#### 6th Grade Reading Achievement



#### 7th Grade Reading Achievement



#### 8th Grade Reading Achievement



### Total Reading Achievement

2022-58%

2023-57%

2024-60%

## Continuous School Improvement Plan 2025-2026

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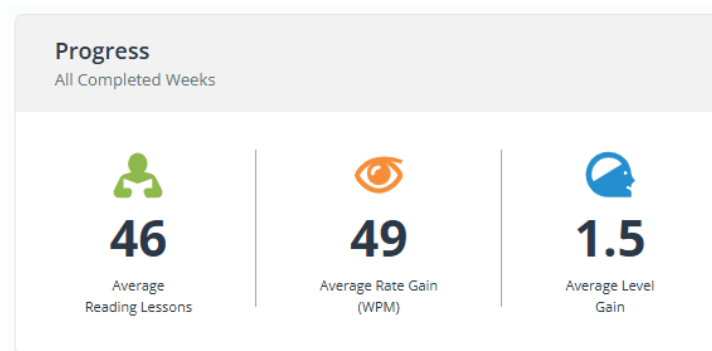
## Data Analysis

2025-60%

### CCRPI 2024 Reading Levels-Schoolwide & Subgroup

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?	RATE
ALL STUDENTS	61.00%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	48.70%
HISPANIC	68.89%
MULTI-RACIAL	53.66%
WHITE	67.99%
ECONOMICALLY DISADVANTAGED	61.00%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	35.06%

### Reading Plus 2024-2025-Average Performance



# Continuous School Improvement Plan 2025-2026

## Data Analysis

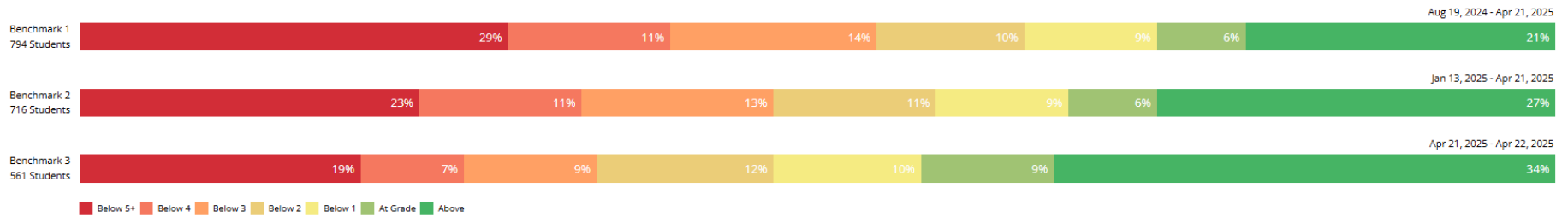
### Reading Plus 2024-2025-Benchmark Data

Site Benchmark Report ⓘ

Print / Download ▾

Filter By: Class ▾ Grade ▾ Lessons/Time ▾ Demographics ▾ Report Options ▾ Proficiency Levels ▾

Benchmark: 1 ✕ Benchmark: 2 ✕ Benchmark: 3 ✕



Aug 19, 2024 - Apr 21, 2025

Jan 13, 2025 - Apr 21, 2025

Apr 21, 2025 - Apr 22, 2025

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### FY 25 MAP Data

#### ELA MAP Achievement: Fall 2024

Projected to: Georgia Milestones taken in spring.

View Linking Study: <https://www.nwea.org/resources/georgia-linking-study/>

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	240	73	30.4%	72	30.0%	83	34.6%	12	5.0%
7	240	78	32.5%	86	35.8%	64	26.7%	12	5.0%
8	196	50	25.5%	85	43.4%	51	26.0%	10	5.1%
<b>Total</b>	<b>676</b>	<b>201</b>	<b>29.7%</b>	<b>243</b>	<b>35.9%</b>	<b>198</b>	<b>29.3%</b>	<b>34</b>	<b>5.0%</b>

#### ELA MAP Achievement: Winter 2024

Projected to: Georgia Milestones taken in spring.

View Linking Study: <https://www.nwea.org/resources/georgia-linking-study/>

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	253	80	31.6%	98	38.7%	59	23.3%	16	6.3%
7	251	84	33.5%	98	39.0%	56	22.3%	13	5.2%
8	202	54	26.7%	79	39.1%	61	30.2%	8	4.0%
<b>Total</b>	<b>706</b>	<b>218</b>	<b>30.9%</b>	<b>275</b>	<b>39.0%</b>	<b>176</b>	<b>24.9%</b>	<b>37</b>	<b>5.2%</b>

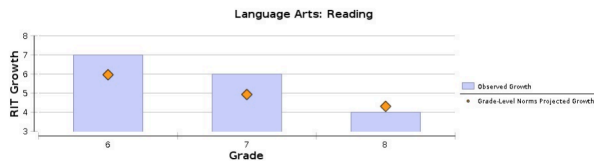
#### ELA MAP Achievement: Spring 2025

Projected to: Georgia Milestones taken in spring.

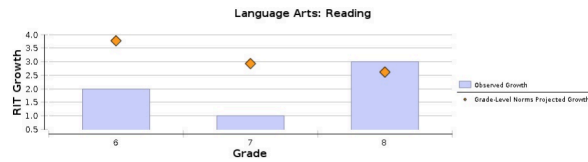
View Linking Study: <https://www.nwea.org/resources/georgia-linking-study/>

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	249	89	35.7%	82	32.9%	65	26.1%	13	5.2%
7	255	82	32.2%	93	36.5%	65	25.5%	15	5.9%
8	212	67	31.6%	74	34.9%	59	27.8%	12	5.7%
<b>Total</b>	<b>716</b>	<b>238</b>	<b>33.2%</b>	<b>249</b>	<b>34.8%</b>	<b>189</b>	<b>26.4%</b>	<b>40</b>	<b>5.6%</b>

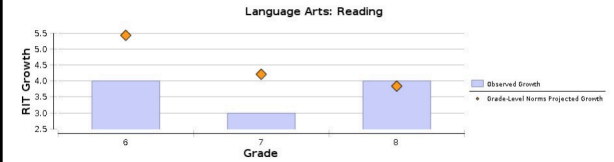
#### MAP Growth: Fall 23-Fall 24



#### MAP Growth: Fall 24-Winter 24



#### MAP Growth: Fall 24-Spring 25



## Continuous School Improvement Plan 2025-2026

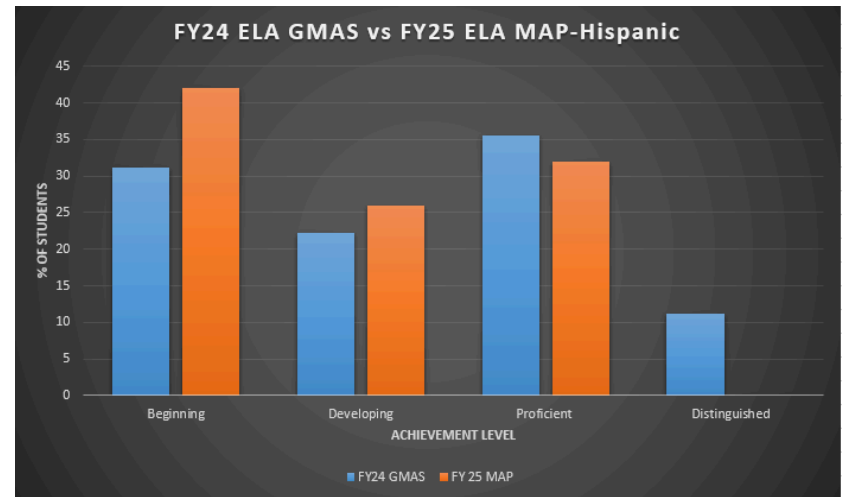
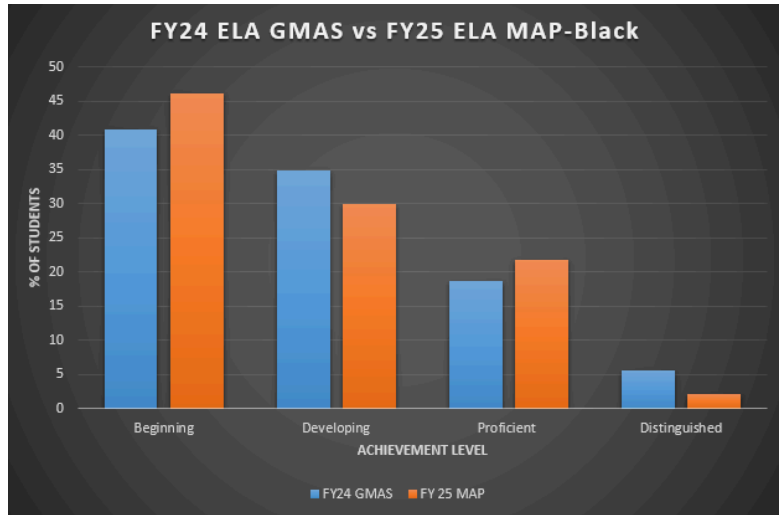
### Data Analysis

#### FY25 MAP vs FY24 Milestones Performance in Reading

Subgroup	Beginning		Developing		Proficient		Distinguished	
	FY24 GMAS	FY25 MAP	FY24 GMAS	FY25 MAP	FY24 GMAS	FY25 MAP	FY24 GMAS	FY25 MAP
<b>Black</b>	40.87%	46.1%	34.78%	30%	18.7%	21.7%	5.65%	2.2%
<b>Hispanic</b>	31.11%	42%	22.22%	26%	35.56%	32%	11.11%	0%
<b>Multi-Racial</b>	34.15%	32.6%	39.02%	41.9%	24.39%	23.3%	2.44%	2.3%
<b>White</b>	24.87%	24.8%	32.28%	37.9%	33.6%	29.2%	9.26%	8.1%

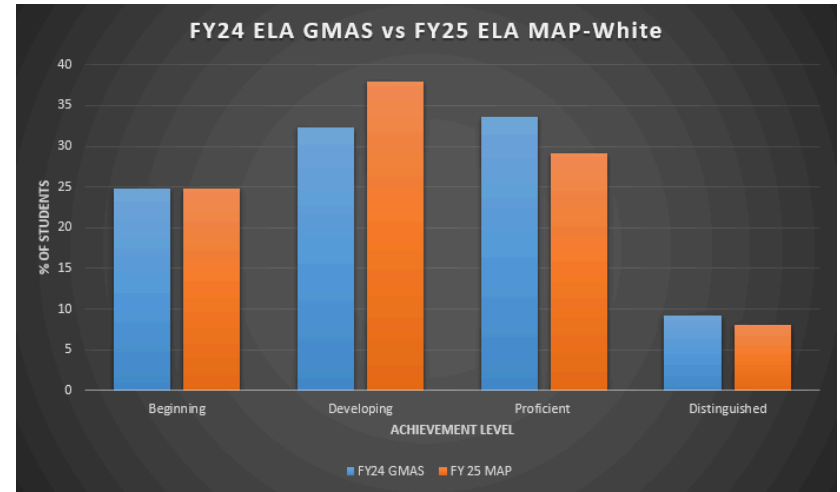
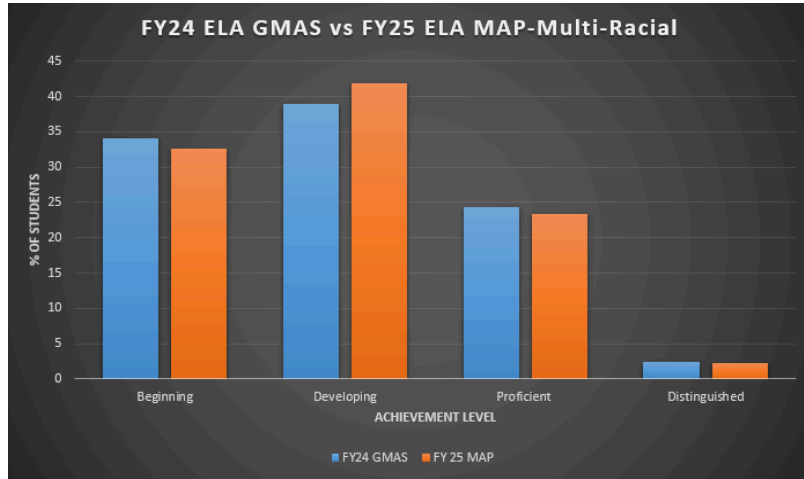
# Continuous School Improvement Plan 2025-2026

## Data Analysis



# Continuous School Improvement Plan 2025-2026

## Data Analysis



### FY25 Progress Learning Data-Quarterly Exams

#### Quarterly Exam-6th Grade

School	1st Quarter																					
	Assessment With Constructed Respon...			Key Ideas and Details ^			Craft & Structure/Integration of Know...			Vocabulary Acquisition and Use ^			Writing ^									
	(ELAGSE6R1) Cite Textual Evidence	(ELAGSE6R2) Determine Central Idea	(ELAGSE6R3) Analyze in Detail	(ELAGSE6R5) Analyze Fit in Overall Stru...	(ELAGSE6R6) Point of View	(ELAGSE6R7) Integrate Information	(ELAGSE6R8) Trace/Evaluate Argument/Cla...	(ELAGSE6R14) Meaning of Words/Phrases	(ELAGSE6W2a) Introduce a Topic	(ELAGSE6W2c) Use Transitions	(ELAGSE6W2d) Use Precise Language											
Henderson Middle School	49	55	48	66	63	46	27	57	39	54	50	50	42	33	25	46						

## Continuous School Improvement Plan 2025-2026

### Data Analysis

#### 2nd Quarter

School	Assessment - WFWJSMGPNF Key Ideas and Details (ELAGSE7RL2) Determine Theme/Central Ide...	(ELAGSE7RL2) Determine Central Ideas	Craft & Structure/Integration of Know... (ELAGSE7RI5) Analyze Structure	(ELAGSE7RI6) Determine Point of View/Pur...	Writing (ELAGSE7W2a) Introduce a Topic	(ELAGSE7W2b) Develop the Topic	(ELAGSE7W2c) Use Transitions	(ELAGSE7W2d) Use Precise Language					
Henderson Middle School	42	35	41	33	43	46	42	23	47	21	50	52	48

#### 3rd Quarter

School	Assessment - EXCMBNTXQI Key Ideas and Details (ELAGSE6RL1) Cite Textual Evidence	(ELAGSE6R1) Cite Textual Evidence	(ELAGSE6RL2) Determine Theme/Central Ide...	(ELAGSE6RL3) Describe How Plot Unfolds	Craft & Structure/Integration of Know... (ELAGSE6RL5) Analyze Fit in Overall Stru...	(ELAGSE6RL6) Point of View	(ELAGSE6RL9) Compare/Contrast Texts	(ELAGSE6R16) Analyze Fit in Overall Stru...	Vocabulary Acquisition and Use (ELAGSE6RL4) Meaning of Words/Phrases	(ELAGSE6RI4) Meaning of Words/Phrases	(ELAGSE6L4a) Use Context as a Clue					
Henderson Middle School	64	63	45	60	71	73	64	72	53	64	74	66	66	79	70	52

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## Data Analysis

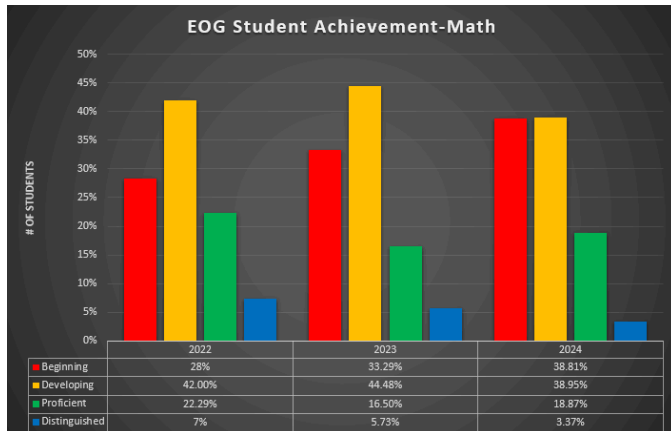
### Quarterly Exam-7th Grade

1st Quarter	School	Assessment - DSBNHQVZTX	Key Ideas and Details (ELAGSE/RL1)	Cite Textual Evidence (ELAGSE/RL2)	Determine Theme/Central Ide... (ELAGSE/RL3)	Interaction of Story/Drama ... (ELAGSE/RL4)	Meaning of Words/Phrases (ELAGSE/L5a)	Interpret Figures of Speech (ELAGSE/W1a)	Introduce Claim(s) (ELAGSE/W2b)	Develop the Topic		
	Henderson Middle School	58	70	79	68	40	45	51	43	39	37	53

# Continuous School Improvement Plan 2025-2026

## Data Analysis

**Math** (Insert FY24 Data from Milestones, GKIDS, GAA, CCRPI)



### ACHIEVEMENT LEVELS

### SCORES, TARGETS, AND FLAGS

	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
<b>ALL STUDENTS</b> 98.23% Participation Rate	31.00%	32.86%	28.14%	8.00%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>BLACK</b> 98.76% Participation Rate	40.87%	34.78%	18.70%	5.65%
<b>HISPANIC</b> 100.00% Participation Rate	31.11%	22.22%	35.56%	11.11%
<b>MULTI-RACIAL</b> 97.62% Participation Rate	34.15%	39.02%	24.39%	2.44%
<b>WHITE</b> 97.72% Participation Rate	24.87%	32.28%	33.60%	9.26%
<b>ECONOMICALLY DISADVANTAGED</b> 98.23% Participation Rate	31.00%	32.86%	28.14%	8.00%
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>STUDENTS WITH DISABILITY</b> 95.12% Participation Rate	58.44%	22.08%	11.69%	7.79%

### ACHIEVEMENT LEVELS

### SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 98.23% Participation Rate	56.57	55.12	🟢
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>BLACK</b> 98.76% Participation Rate	44.57	42.47	🟢
<b>HISPANIC</b> 100.00% Participation Rate	63.34	66.35	🟡
<b>MULTI-RACIAL</b> 97.62% Participation Rate	47.56	61.17	🟡
<b>WHITE</b> 97.72% Participation Rate	63.63	59.82	🟢
<b>ECONOMICALLY DISADVANTAGED</b> 98.23% Participation Rate	56.57	55.12	🟡
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	Too Few Students	57.58	
<b>STUDENTS WITH DISABILITY</b> 95.12% Participation Rate	34.42	36.07	🟡

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### PROGRESS LEVELS

### SCORES

	Growth Levels			
	Level 1	Level 2	Level 3	Level 4
ALL STUDENTS	28.22%	11.84%	27.05%	32.89%
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK	27.19%	11.40%	28.51%	32.89%
HISPANIC	30.23%	6.98%	32.56%	30.23%
MULTI-RACIAL	40.00%	12.50%	25.00%	22.50%
WHITE	27.45%	12.23%	25.82%	34.51%
ECONOMICALLY DISADVANTAGED	28.22%	11.84%	27.05%	32.89%
ENGLISH LEARNERS	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY	35.14%	9.46%	27.03%	28.38%



### WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

**64.7**

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE  
STATE SCORE

**64.7**  
**68.3**

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

	SCORE	TARGET	FLAG
ALL STUDENTS	54.44	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	41.74	N/A	
HISPANIC	64.45	N/A	
MULTI-RACIAL	36.59	N/A	
WHITE	62.58	N/A	
ECONOMICALLY DISADVANTAGED	54.44	N/A	
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	31.82	N/A	

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

**MATHEMATICS**

SCIENCE

SOCIAL STUDIES

# Continuous School Improvement Plan 2025-2026

## Data Analysis

FY 25 MAP Data

### Math MAP Achievement: Fall 2024

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	235	52	22.1%	109	46.4%	63	26.8%	11	4.7%
7	239	71	29.7%	103	43.1%	46	19.2%	19	7.9%
8	194	40	20.6%	104	53.6%	35	18.0%	15	7.7%
<b>Total</b>	<b>668</b>	<b>163</b>	<b>24.4%</b>	<b>316</b>	<b>47.3%</b>	<b>144</b>	<b>21.6%</b>	<b>45</b>	<b>6.7%</b>

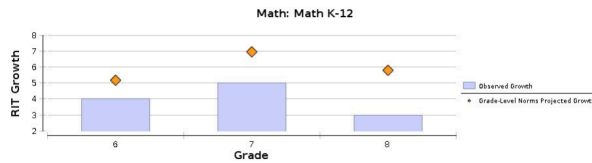
### Math MAP Achievement: Winter 2024

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	252	70	27.8%	120	47.6%	53	21.0%	9	3.6%
7	249	74	29.7%	111	44.6%	49	19.7%	15	6.0%
8	199	54	27.1%	95	47.7%	38	19.1%	12	6.0%
<b>Total</b>	<b>700</b>	<b>198</b>	<b>28.3%</b>	<b>326</b>	<b>46.6%</b>	<b>140</b>	<b>20.0%</b>	<b>36</b>	<b>5.1%</b>

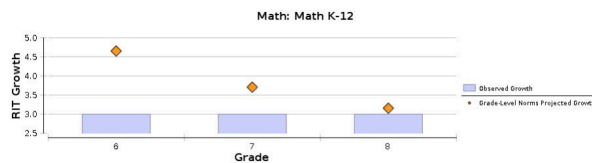
### Math MAP Achievement: Spring 2025

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	249	60	24.1%	117	47.0%	59	23.7%	13	5.2%
7	254	72	28.3%	118	46.5%	44	17.3%	20	7.9%
8	211	45	21.3%	110	52.1%	35	16.6%	21	10.0%
<b>Total</b>	<b>714</b>	<b>177</b>	<b>24.8%</b>	<b>345</b>	<b>48.3%</b>	<b>138</b>	<b>19.3%</b>	<b>54</b>	<b>7.6%</b>

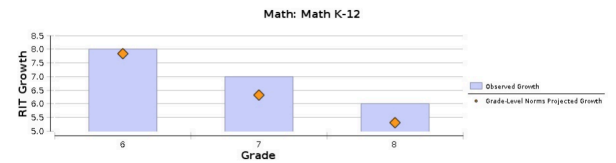
### MAP Growth: Fall 23-Fall 24



### MAP Growth: Fall 24-Winter 24



### MAP Growth: Fall 24-Spring 25



## Continuous School Improvement Plan 2025-2026

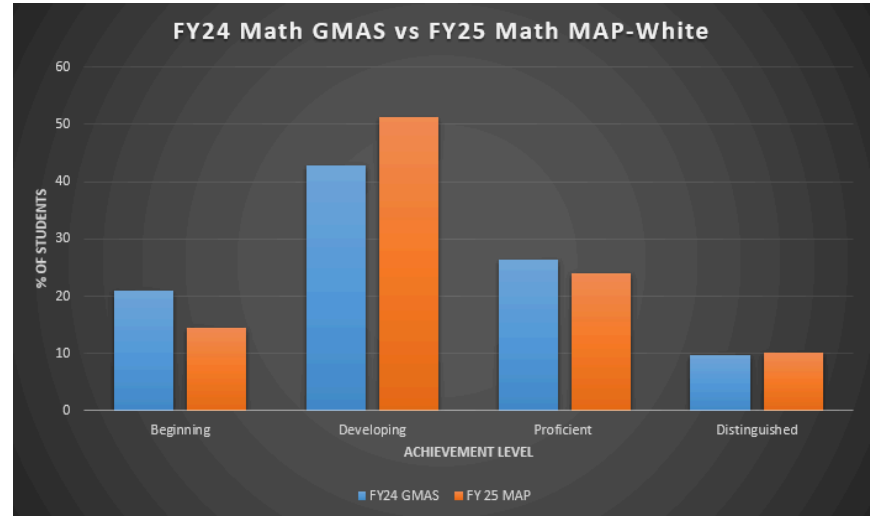
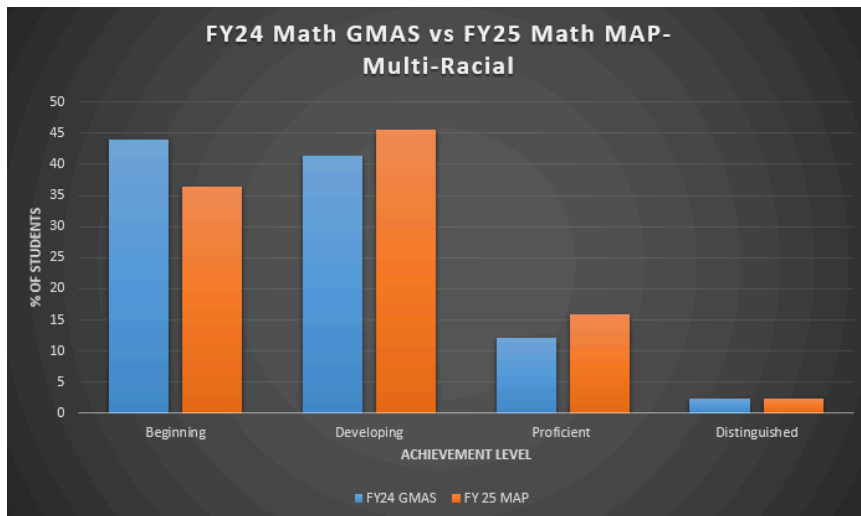
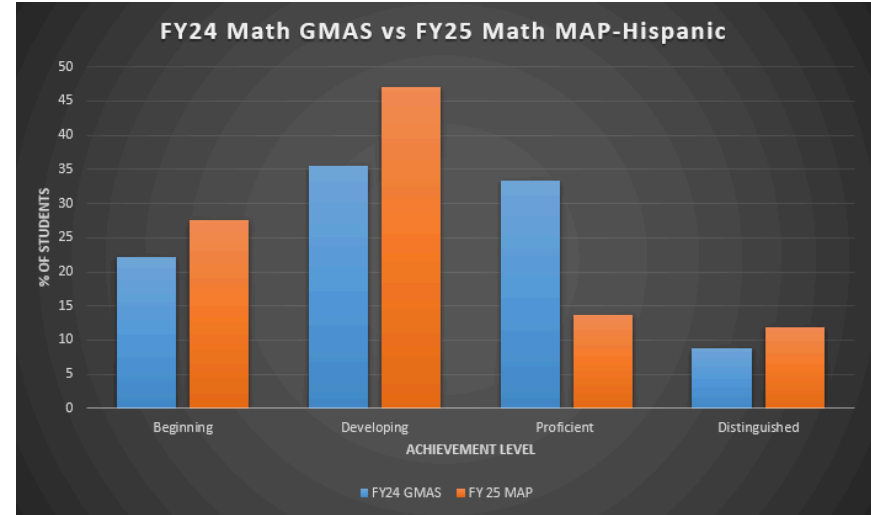
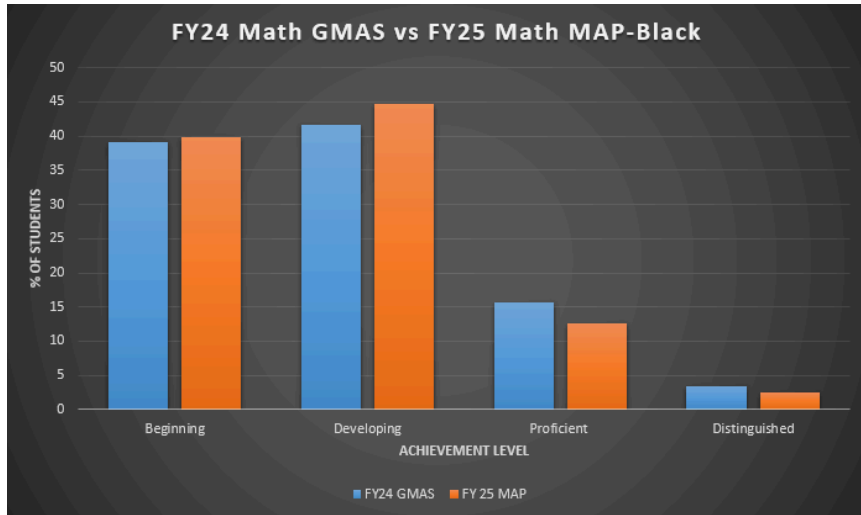
### Data Analysis

FY25 MAP vs FY24 Milestones Performance in Math

Subgroup	Beginning		Developing		Proficient		Distinguished	
	FY24 GMAS	FY25 MAP	FY24 GMAS	FY25 MAP	FY24 GMAS	FY25 MAP	FY24 GMAS	FY25 MAP
<b>Black</b>	39.13%	39.9%	41.74%	44.7%	15.65%	12.7%	3.48%	2.6%
<b>Hispanic</b>	22.22%	27.5%	35.56%	47.1%	33.33%	13.7%	8.89%	11.8%
<b>Multi-Racial</b>	43.9%	36.4%	41.46%	45.5%	12.2%	15.9%	2.44%	2.3%
<b>White</b>	20.9%	14.4%	42.86%	51.2%	26.46%	24.1%	9.79%	10.2%

# Continuous School Improvement Plan 2025-2026

## Data Analysis





# Continuous School Improvement Plan 2025-2026

## Data Analysis

### 3rd Quarter

School	Assessment - PDRXXVNZHW	Numerical Reasoning	(6.NR.1.1) Add & Subtract Fractions to S...	(6.NR.1.2) Multiply & Divide Fractions L...	(6.NR.1.3) Operations with Decimals	(6.NR.2.1) Equal Share Value	(6.NR.2.2) Dot Plots	(6.NR.2.3) Histograms, Box Pl...	(6.NR.2.4) Interpret and Describe Numeri...	(6.NR.2.5 - 6.NR.2.6) Data Distributi...	(6.NR.4.1) Ratios	(6.NR.4.4) Rates & Unit Rate	(6.NR.4.6) Percent Applications	(6.NR.4.7) Solve Problems Involving Meas...	Geometric & Spatial Reasoning	(6.GSR.5.1) Area	(6.GSR.5.2) Nets and Surface Area	(6.GSR.5.3) Volume	Patterning & Algebraic Reasoning	(6.PAR.6.1) Whole-Number Exponents	(6.PAR.6.2) GCF and LCM in Application P...	(6.PAR.6.3) Represent Situations with Ma...	(6.PAR.6.5) Equivalent Expressions	(6.PAR.7.1) Determine Solution(s) from G...	(6.PAR.7.2) Write One-Step Equations & L...	(6.PAR.7.3) Applications of One-Step Equ...	(6.PAR.7.4) Applications of One-Step Ine...
Henderson Middle School	51	49	82	35	69	61	57	35	41	25	54	49	48	31	53	57	64	38	53	69	58	40	56	63	51	50	34

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Quarterly Exam-7th Grade

Quarter	Assessment	Standard	School										
1st Quarter	Assessment - WEZSDCPXQZ												
		Numerical Reasoning											
		(7.NR.1.1-1.2)											
		(7.NR.1.3) Understanding Opposites &...											
		(7.NR.1.4) Represent Addition & Subtract...											
		(7.NR.1.5) Subtraction of Rational Numbe...											
		(7.NR.1.6) Add and Subtract Rational Num...											
		(7.NR.1.7) Multiplication of Rational Num...											
		(7.NR.1.8) Quotients of Rational Nu...											
		(7.NR.1.9) Represent the Multiplication ...											
		(7.NR.1.10) Multiply and Divide Rational ...											
		(7.NR.1.11) Equivalent Forms of Rational...											
		Patterning & Algebraic Reasoning											
		(7.PAR.2.1) Operations with Linear Expre...											
60	65	69	65	47	71	52	71	55	80	79	48	43	43
2nd Quarter	Assessment - ETOGTKGITW												
		Patterning & Algebraic Reasoning											
		(7.PAR.3.1) Solve Word Problems by Solvi...											
		(7.PAR.3.2) Solve Word Problems by Solvi...											
		(7.PAR.4.1) Unit Rates											
		(7.PAR.4.2) Constant of Proportionality											
		(7.PAR.4.3) Identify Proportional Relati...											
		(7.PAR.4.4) Represent Proportional Relati...											
		(7.PAR.4.5) Graph Proportional Relat...											
		(7.PAR.4.8) Proportional Relations...											
		(7.PAR.4.9) Multi-Step Ratio and Percent...											
		56	56	46	52	76	57	56	65	54	52	62	

# Continuous School Improvement Plan 2025-2026

## Data Analysis

3rd Quarter

School	Assessment - AUTWYDZEA										Patterning & Algebraic Reasoning										Geometric & Spatial Reasoning									
	(7.NR.1.1-1.2) Understanding Opposites &... Numerical Reasoning	(7.NR.1.3) Represent Addition & Subtract...	(7.NR.1.4) Subtraction of Rational Numbe...	(7.NR.1.5) Add and Subtract Rational Num...	(7.NR.1.6) Multiplication of Rational Num...	(7.NR.1.7) Quotients of Integers	(7.NR.1.8) Represent the Multiplication...	(7.NR.1.9) Multiply and Divide Rational...	(7.NR.1.10) Equivalent Forms of Rational...	(7.NR.1.11) Solve Problems with Rational...	(7.NR.1.12) Operations with Linear Expre...	(7.PAR.2.2) Equivalent Forms of Expressi...	(7.PAR.3.2) Solve Word Problems by Solvi...	(7.PAR.4.1) Unit Rates	(7.PAR.4.2) Constant of Proportionality	(7.PAR.4.3) Identify Proportional Relati...	(7.PAR.4.4) Represent Proportional Relat...	(7.PAR.4.5) Graph Proportional Relat...	(7.PAR.4.6) Scale Drawings	(7.PAR.4.7) Understanding Slope	(7.PAR.4.8) Proportional Relationships	(7.PAR.4.9) Multi-Step Ratio and Percent...	(7.GSR.5.1-5.2) Measuring Angles	(7.GSR.5.3) Equations for Angles	(7.GSR.5.4-5.5) Circumference and Area o...	(7.GSR.5.6) Surface Area of Prisms and C...				
54	71	75	67	84	78	73	51	52	80	80	73	48	63	43	36	40	83	54	40	57	40	30	39	49	59	51	61	48	52	43

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Quarterly Exam-8th Grade

Quarter	Assessment	Standard	Score
1st Quarter	Assessment - HIOVOCMSU	Patterning & Algebraic Reasoning	54
		(8.PAR.3.1) Interpret Parts of an Expre...	54
		(8.PAR.3.2) Solutions of Linear Equation...	37
		(8.PAR.3.3) Linear Equations & Inequalit...	57
		(8.PAR.3.4) Linear Equations & Inequalit...	63
		(8.PAR.3.5) Linear Equations & Inequalit...	59
		(8.PAR.3.6) Linear & Literal Equations: ...	67
			43
2nd Quarter	Assessment - ZARGHOACXM	Patterning & Algebraic Reasoning	42
		(8.PAR.4.1) Proportional & Non-Proportio...	41
		(8.PAR.4.2) Graphs: Solution Sets of Equ...	34
		Functional & Graphical Reasoning	51
		(8.FGR.5.1) Functions: Introduction	43
		(8.FGR.5.2) Functions: Linear vs. Nonlin...	73
		(8.FGR.5.3) Linear Functions: Understand...	68
		(8.FGR.5.4) Compare Functions	27
		(8.FGR.5.5) Linear Equations: Different ...	47
		(8.FGR.5.6) Linear Functions: Different ...	41
		(8.FGR.5.7) Linear Functions: Different ...	24
		(8.FGR.5.8) Linear Functions: Rate of Ch...	33
		(8.FGR.5.9) Linear Functions: Meaning of...	22
		(8.FGR.7.1) Systems of Linear Equations:...	51
		(8.FGR.7.2 - 8.FGR.7.3) Systems of Line...	38
		(8.FGR.7.4) Systems of Linear Equations:...	39
		(8.FGR.7.5) Systems of Linear Equations:...	47
	60		

# Continuous School Improvement Plan 2025-2026

## Data Analysis

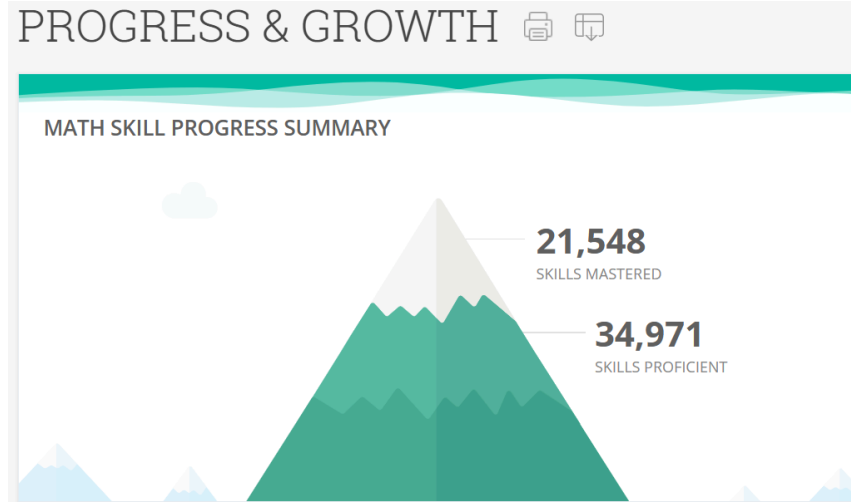
3rd Quarter



# Continuous School Improvement Plan 2025-2026

## Data Analysis

Schoolwide Data-IXL Math

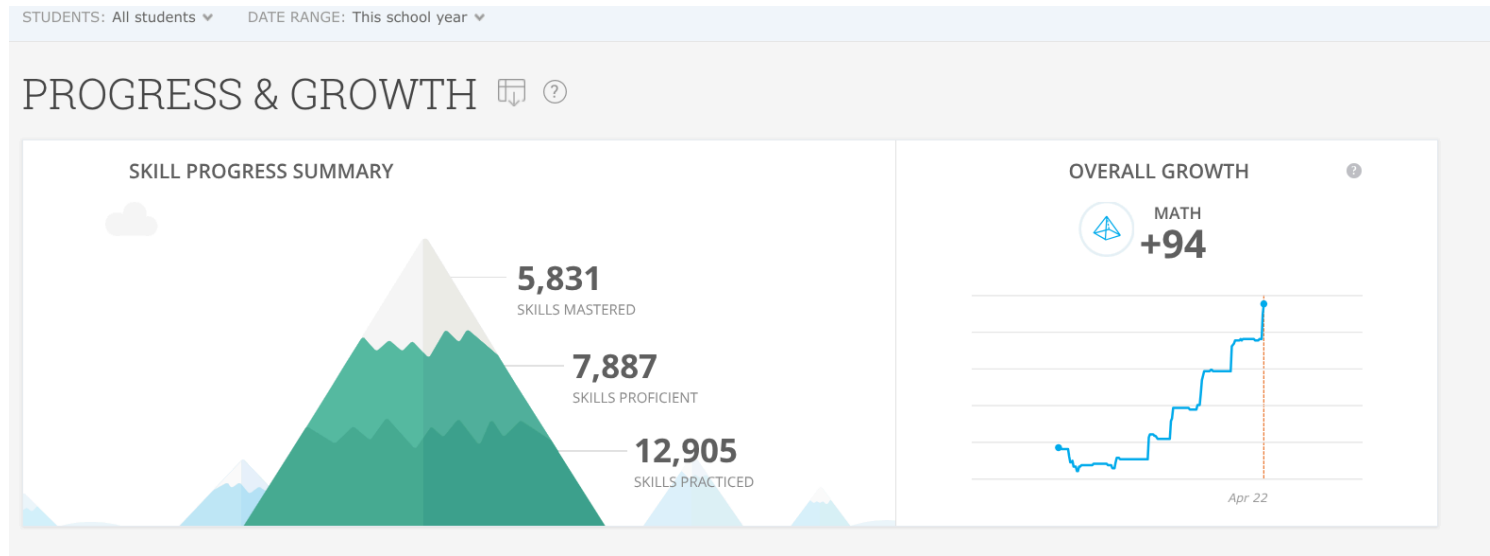


	SKILL PROGRESS				ASSESSMENT GROWTH		
	Total questions answered	Skills practiced	Skills proficient	Skills mastered	Students with current levels	Current average level	Average monthly growth
<b>Grade 6</b> 259	665,475	22,980	16,612	11,318	37	400	+15
<b>Grade 7</b> 263	401,800	16,749	12,062	5,970	38	397	+11
<b>Grade 8</b> 219	214,294	8,995	6,297	4,260	37	480	+14

# Continuous School Improvement Plan 2025-2026

## Data Analysis

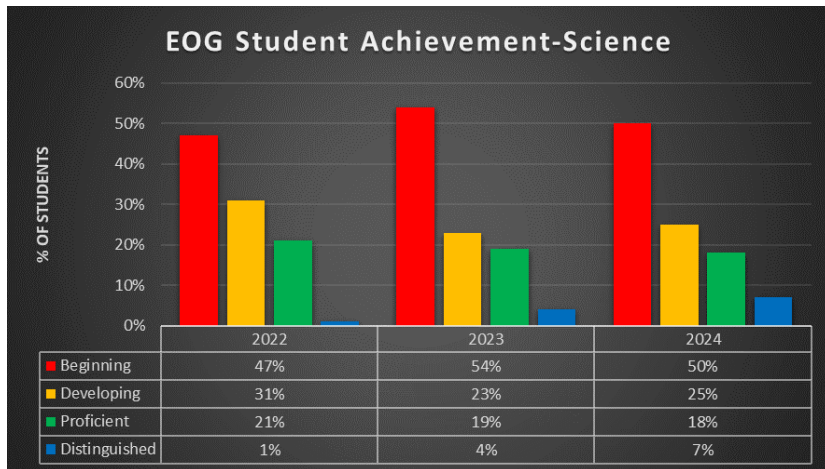
### Support Class-IXL Math



# Continuous School Improvement Plan 2025-2026

## Data Analysis

Science (Insert FY 24 Data from Milestones, GKIDS, GAA, CCRPI)



### ACHIEVEMENT LEVELS

### SCORES, TARGETS, AND FLAGS

	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
<b>ALL STUDENTS</b> 96.05% Participation Rate	42.02%	23.95%	24.79%	9.24%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>BLACK</b> 97.65% Participation Rate	53.75%	25.00%	15.00%	6.25%
<b>HISPANIC</b> 100.00% Participation Rate	36.84%	15.79%	36.84%	10.53%
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>WHITE</b> 94.78% Participation Rate	33.60%	25.60%	29.60%	11.20%
<b>ECONOMICALLY DISADVANTAGED</b> 96.05% Participation Rate	42.02%	23.95%	24.79%	9.24%
<b>ENGLISH LEARNERS</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>STUDENTS WITH DISABILITY</b>	68.97%	10.34%	10.34%	10.34%

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### ACHIEVEMENT LEVELS

### SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 96.05% Participation Rate	50.63	48.06	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>BLACK</b> 97.65% Participation Rate	36.88	27.31	
<b>HISPANIC</b> 100.00% Participation Rate	60.54	Too Few Students	
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>WHITE</b> 94.78% Participation Rate	59.06	56.21	
<b>ECONOMICALLY DISADVANTAGED</b> 96.05% Participation Rate	50.63	48.06	
<b>ENGLISH LEARNERS</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>STUDENTS WITH DISABILITY</b> 90.91% Participation Rate	29.68	44.21	

### Closing Gaps



#### WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

#### HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

64.7

#### HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE  
STATE SCORE

64.7  
68.3

#### HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

##### SUMMARY OF FLAGS

##### ENGLISH LANGUAGE ARTS

##### MATHEMATICS

##### SCIENCE

##### SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	50.63	48.06	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	36.88	27.31	
HISPANIC	60.54	Too Few Students	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	59.06	56.21	
ECONOMICALLY DISADVANTAGED	50.63	48.06	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	29.68	44.21	

# Continuous School Improvement Plan 2025-2026

## Data Analysis

FY 25 Progress Learning

### Quarterly Exam-6th Grade

Quarter	Assessment	Standard	Score
1st Quarter	School	↕	
	Henderson Middle School	↕	64
	Assessment - AZKMFYZMYC	↕	
	Universe	↕	64
	(S6E1.a) Origin Theories	↕	47
	(S6E1.b) Position in Universe	↕	64
	(S6E1.c) Planets	↕	78
	(S6E1.d) Gravity and Inertia	↕	72
(S6E1.e) Comets, Asteroids, and Meteoroid...	↕	55	
2nd Quarter	School	↕	
	Henderson Middle School	↕	70
	Assessment - ZCFVHGEHAG	↕	
	Sun, Moon, and Earth	↕	70
	(S6E2.a) Moon Phases	↕	79
	(S6E2.b) Eclipse	↕	69
	(S6E2.c) Seasons	↕	66
	Water	↕	60
	(S6E3.d) Waves, Currents, and Tides	↕	60
	Formation of Earth's Surface	↕	78
	(S6E3.a) Earth's Layers	↕	72
	(S6E3.b) Minerals	↕	86
(S6E3.d) Weathering and Erosion	↕	83	

## Continuous School Improvement Plan 2025-2026

### Data Analysis

3rd Quarter											
School	↑ ↓	↑ ↓	↑ ↓	↑ ↓	↑ ↓	↑ ↓	↑ ↓	↑ ↓	↑ ↓	↑ ↓	↑ ↓
Henderson Middle School	61	64	80	64	58	44	59	57	61	50	50

**Assessment - PHYLGEUDJ** ↗

**Water** ↗

(S6E3.a) Location of Water

(S6E3.b) Water Cycle

(S6E3.c) Ocean Topography

(S6E3.d) Waves, Currents, and Tides

**Climate and Weather** ↗

(S6E4.a) Atmospheric Layers

(S6E4.b) Heat Transfer

**Formation of Earth's Surface** ↗

(S6E5.d) Weathering and Erosion

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Quarterly Exam-7th Grade

1st Quarter	<p>Assessment - LUZXAVXUD ↗</p> <p>Cells to Systems ↗</p> <p>(S7L2.a) Organelles ↗</p> <p>School</p> <p>Henderson Middle School</p> <table border="1"> <tr> <td></td> <td>↕</td> <td>↕</td> <td>↕</td> </tr> <tr> <td></td> <td>63</td> <td>63</td> <td>63</td> </tr> </table>		↕	↕	↕		63	63	63						
	↕	↕	↕												
	63	63	63												
2nd Quarter	<p>Assessment - HXSMZCREMX ↗</p> <p>Cells to Systems ↗</p> <p>(S7L2.b) Cell Organization ↗</p> <p>(S7L2.c) Organ Systems ↗</p> <p>Reproduction and Genetics ↗</p> <p>(S7L3.a) Genes and Chromosomes ↗</p> <p>School</p> <p>Henderson Middle School</p> <table border="1"> <tr> <td></td> <td>↕</td> <td>↕</td> <td>↕</td> <td>↕</td> <td>↕</td> <td>↕</td> </tr> <tr> <td></td> <td>70</td> <td>68</td> <td>65</td> <td>72</td> <td>74</td> <td>74</td> </tr> </table>		↕	↕	↕	↕	↕	↕		70	68	65	72	74	74
	↕	↕	↕	↕	↕	↕									
	70	68	65	72	74	74									

# Continuous School Improvement Plan 2025-2026

## Data Analysis

3rd Quarter

School	Assessment - TVTTLAVTEE	Reproduction and Genetics	(7L3.b) Asexual and Sexual Reproduction	(7L3.c) Humans Influence Inheritance	Evolution	(7L5.a) Natural Selection	(7L5.b) Genetic Variation
Henderson Middle School	63	55	52	58	70	73	67

# Continuous School Improvement Plan 2025-2026

## Data Analysis

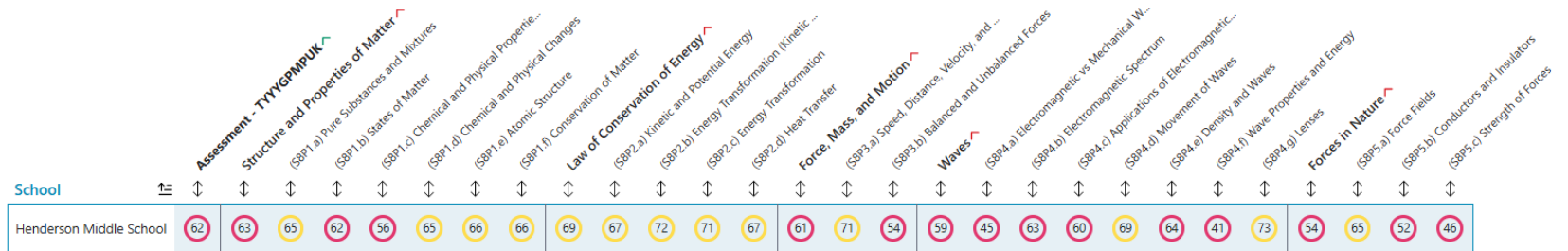
### Quarterly Exam-8th Grade

Quarter	Assessment	Score	Score	Score	Score	Score	Score	Score	Score	Score
1st Quarter	Assessment - GJVOPFJBY									
	Structure and Properties of Matter									
	(S8P1.a) Pure Substances and Mixtures									
	(S8P1.b) States of Matter									
	(S8P1.c) Chemical and Physical Properties									
	(S8P1.d) Chemical and Physical Changes									
	(S8P1.e) Atomic Structure									
	(S8P1.f) Conservation of Matter									
	Law of Conservation of Energy									
	(S8P2.d) Heat Transfer									
	School	↑	↓	↓	↓	↓	↓	↓	↓	↓
Henderson Middle School	59	58	34	71	59	59	63	63	66	66
2nd Quarter	Assessment - GTNBSLMZQN									
	Law of Conservation of Energy									
	(S8P2.a) Kinetic and Potential Energy									
	(S8P2.b) Energy Transformation (Kinetic ...)									
	(S8P2.c) Energy Transformation									
	(S8P2.d) Heat Transfer									
	Forces in Nature									
	(S8P5.a) Force Fields									
	(S8P5.b) Conductors and Insulators									
	(S8P5.c) Strength of Forces									
	School	↑	↓	↓	↓	↓	↓	↓	↓	↓
Henderson Middle School	63	67	67	72	54	70	59	69	60	53

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### 3rd Quarter



# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Quarterly Exam-Physical Science

1st Quarter	<p style="text-align: center;"> <b>Assessment - JWDPWJZOXX</b> <span style="color: green;">↗</span>  <b>Energy Flow and Transformations</b> <span style="color: red;">↗</span>                      (SP57.a) Energy Transformations                      (SP57.b) Thermal Energy Changes                      (SP57.c) Specific Heat  <b>Force, Mass, and Motion</b> <span style="color: red;">↗</span>                      (SP58.a) Motion                      (SP58.b) Newton's Laws of Motion                      (SP58.c) Falling Objects                      (SP58.d) Simple Machines                 </p>											
2nd Quarter	<p style="text-align: center;"> <b>Assessment - SRBENFAEJH</b> <span style="color: green;">↗</span>  <b>Phases of Matter</b> <span style="color: red;">↗</span>                      (SP55.a) Particle Arrangement                      (SP55.b) Gases in a Closed System  <b>Energy Flow and Transformations</b> <span style="color: red;">↗</span>                      (SP57.c) Specific Heat                      (SP57.d) Heating/Cooling Curves  <b>Electricity and Magnetism</b> <span style="color: red;">↗</span>                      (SP510.a) Voltage, Current, and Resistan...                      (SP510.b) Current and Circuits                      (SP510.c) Magnetism                 </p>											
<p><b>1st Quarter</b></p>	<p>School</p>	<p>↑=</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>	<p>↓</p>
<p><b>2nd Quarter</b></p>	<p>Henderson Middle School</p>	<p>77</p>	<p>84</p>	<p>89</p>	<p>85</p>	<p>72</p>	<p>71</p>	<p>79</p>	<p>70</p>	<p>75</p>	<p>58</p>	
	<p>Henderson Middle School</p>	<p>80</p>	<p>76</p>	<p>80</p>	<p>71</p>	<p>73</p>	<p>66</p>	<p>80</p>	<p>85</p>	<p>82</p>	<p>88</p>	<p>81</p>

# Continuous School Improvement Plan 2025-2026

## Data Analysis

3rd Quarter	Assessment - PLWNLYZCH		Periodic Table		Law of Conservation of Matter		Phases of Matter		Solutions		Energy Flow and Transformations		Force, Mass, and Motion		Waves		Electricity and Magnetism																			
	83	88	78	93	87	88	84	80	81	79	88	95	87	100	65	93	79	92	87	91	51	82	97	76	94	63	77	87	56	30	86	98	90	84	91	93

# Continuous School Improvement Plan 2025-2026

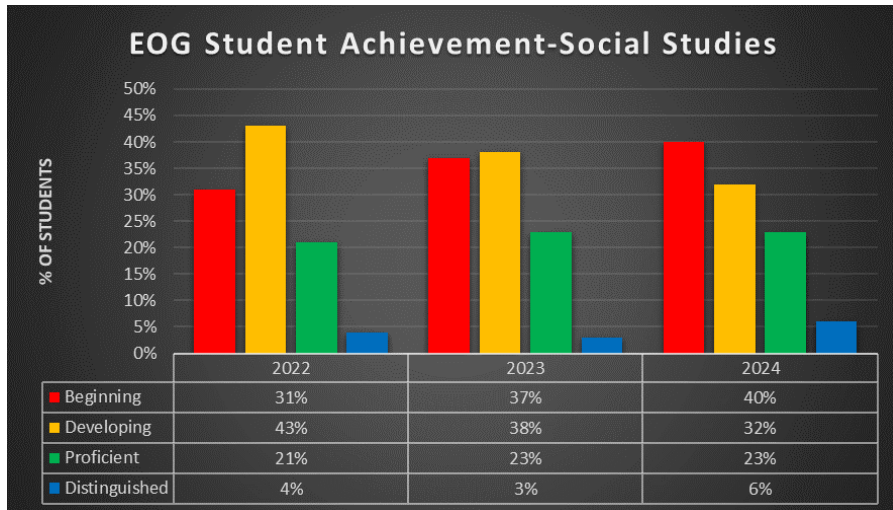
## Data Analysis

### Social Studies (Insert Fy 24 Data from Milestones, GKIDS, GAA, CCRPI)

#### ACHIEVEMENT LEVELS

#### SCORES, TARGETS, AND FLAGS

	Beginning Learner or Level 1	Developing Learner or Level 2	Proficient Learner or Level 3	Distinguished Learner or Level 4
<b>ALL STUDENTS</b> 96.05% Participation Rate	38.66%	32.35%	22.27%	6.72%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>BLACK</b> 97.65% Participation Rate	51.25%	30.00%	15.00%	3.75%
<b>HISPANIC</b> 100.00% Participation Rate	36.84%	31.58%	21.05%	10.53%
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>WHITE</b> 94.78% Participation Rate	30.40%	34.40%	27.20%	8.00%
<b>ECONOMICALLY DISADVANTAGED</b> 96.05% Participation Rate	38.66%	32.35%	22.27%	6.72%
<b>ENGLISH LEARNERS</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>STUDENTS WITH DISABILITY</b> 99.01% Participation Rate	62.07%	20.69%	6.90%	10.34%



# Continuous School Improvement Plan 2025-2026

## Data Analysis

### ACHIEVEMENT LEVELS

### SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 96.05% Participation Rate	<b>48.53</b>	<b>50.18</b>	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>BLACK</b> 97.65% Participation Rate	<b>35.63</b>	<b>34.11</b>	
<b>HISPANIC</b> 100.00% Participation Rate	<b>52.64</b>	Too Few Students	
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>WHITE</b> 94.78% Participation Rate	<b>56.27</b>	<b>56.91</b>	
<b>ECONOMICALLY DISADVANTAGED</b> 96.05% Participation Rate	<b>48.53</b>	<b>50.18</b>	
<b>ENGLISH LEARNERS</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	
<b>STUDENTS WITH DISABILITY</b> 90.91% Participation Rate	<b>31.35</b>	<b>48.40</b>	

### Closing Gaps



#### WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

**64.7**

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE  
STATE SCORE

**64.7**  
**68.3**

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

#### SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	<b>48.53</b>	<b>50.18</b>	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	<b>35.63</b>	<b>34.11</b>	
HISPANIC	<b>52.64</b>	Too Few Students	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	<b>56.27</b>	<b>56.91</b>	
ECONOMICALLY DISADVANTAGED	<b>48.53</b>	<b>50.18</b>	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	<b>31.35</b>	<b>48.40</b>	

# Continuous School Improvement Plan 2025-2026

## Data Analysis

Fy 25 Progress Learning

### Quarterly Exam-6th Grade

1st Quarter	<div style="text-align: center;"> <p><b>Assessment - EQCRINGSUV</b> ✓</p> <p>Europe ✓</p> <p>(SS6G7.a) Europe's Physical Features</p> <p>(SS6G7.b) European Countries</p> <p>(SS6G8) Environmental Issues</p> <p>(SS6G9) Germany, UK, &amp; Russia</p> </div>										
2nd Quarter	<div style="text-align: center;"> <p><b>Assessment - KONGISMIZZ</b> ✓</p> <p>Key Ideas and Details ✓</p> <p>(ELAGSE6RL1) Cite Textual Evidence</p> <p>(ELAGSE6RL2) Determine Theme/Central Ide.</p> <p>(ELAGSE6RL3) Describe How Plot Unfolds</p> <p><b>Vocabulary Acquisition and Use</b> ✓</p> <p>(ELAGSE6RL4) Meaning of Words/Phrases</p> <p><b>Writing</b> ✓</p> <p>(ELAGSE6W2c) Use Transitions</p> <p>(ELAGSE6W2d) Use Precise Language</p> <p>(ELAGSE6W2i) Concluding Statement/Sectio...</p> </div>										
<b>1st Quarter</b>	School	⇅	⇅	⇅	⇅	⇅	⇅				
Henderson Middle School	73	73	78	88	71	54					
<b>2nd Quarter</b>	School	⇅	⇅	⇅	⇅	⇅	⇅	⇅	⇅	⇅	⇅
Henderson Middle School	53	55	56	59	40	62	62	46	28	51	27



# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Quarterly Exam-7th Grade

Quarter	Assessment	Standard	Score
1st Quarter	School	Assessment - MGDKIXTURL	61
		Southwest Asia (Middle East)	61
		(SS7G5.a) Middle East Physical Features	80
		(SS7G5.b) Middle East Countries	67
		(SS7G6) Importance of Water	60
		(SS7G7) Impact of Deserts	59
		(SS7G8.a&b) Cultural Characteristics	49
		(SS7G8.c) Middle East Religions	62
		(SS7G63) Forms of Government	66
		(SS7E4) Economic Systems	59
		(SS7E5.a-c) Voluntary Trade	56
		(SS7E5.d) OPEC	65
		(SS7E6) Economic Growth	55
		Henderson Middle School	
2nd Quarter	School	Assessment - WFVJSMGPNF	42
		Key Ideas and Details	35
		(ELAGSE7RL2) Determine Theme/Central Ide.	41
		(ELAGSE7RI2) Determine Central Ideas	33
		Craft & Structure/Integration of Know.	43
		(ELAGSE7RI5) Analyze Structure	46
		(ELAGSE7RI6) Determine Point of View/Pur...	42
		(ELAGSE7RI9) Analyze Same Topic Works by--	23
		Writing	47
		(ELAGSE7W2a) Introduce a Topic	21
		(ELAGSE7W2b) Develop the Topic	50
		(ELAGSE7W2c) Use Transitions	52
		(ELAGSE7W2d) Use Precise Language	48
		Henderson Middle School	

# Continuous School Improvement Plan 2025-2026

## Data Analysis

3rd Quarter

School	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕		
Henderson Middle School			74	74	51	70	84	73	75	80	84	57	81	64	76	65	74	82	71	59	82

Assessment - EZCCFMGDOA ✓  
Africa ✓

(SS7H1.a) Decolonization of Africa  
(SS7H1.b) Pan-African Movement  
(SS7G1.a) Physical Features in Africa  
(SS7G1.b) African Countries  
(SS7G2.a) Water Issues  
(SS7G2.b) Deforestation  
(SS7G2.c) Desertification  
(SS7G3.a) Population Distribution  
(SS7G4.a&b) Cultural Characteristics  
(SS7E1) Economic Systems  
(SS7E2) Voluntary Trade  
(SS7E3) Economic Growth

Southern & Eastern Asia ✓  
(SS7H3.a&b) India's Independence  
(SS7H3.c) Post-War Japan  
(SS7H3.d) Communist China  
(SS7H3.e) Korea & Vietnam

# Continuous School Improvement Plan 2025-2026

## Data Analysis

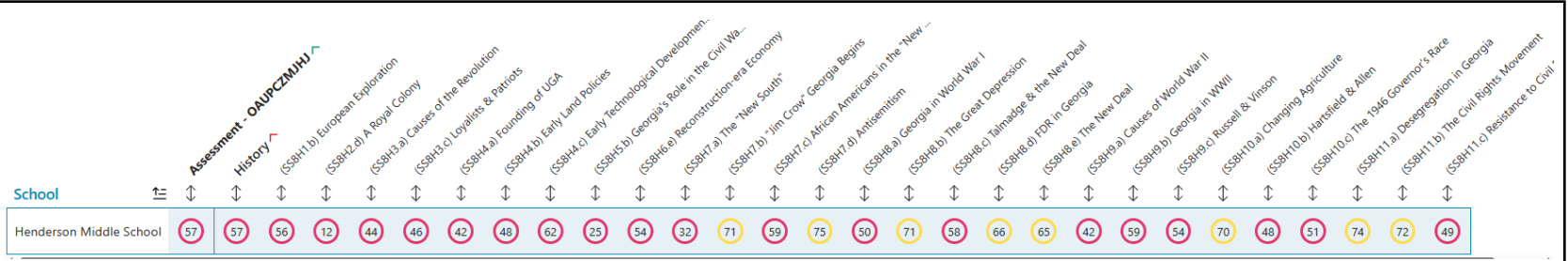
### Quarterly Exam-8th Grade

1st Quarter	<div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">School</div> <div style="width: 85%;"> <span>⌵</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> </div> </div>																			
	<div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">Henderson Middle School</div> <div style="width: 85%;"> <span>66</span> <span>65</span> <span>67</span> <span>63</span> <span>67</span> <span>80</span> <span>68</span> <span>45</span> <span>74</span> <span>53</span> <span>70</span> <span>59</span> <span>71</span> <span>61</span> <span>68</span> <span>79</span> <span>68</span> <span>68</span> </div> </div>																			
2nd Quarter	<div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">School</div> <div style="width: 85%;"> <span>⌵</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> <span>⌴</span> </div> </div>																			
	<div style="display: flex; justify-content: space-between;"> <div style="width: 15%;">Henderson Middle School</div> <div style="width: 85%;"> <span>70</span> <span>70</span> <span>57</span> <span>53</span> <span>59</span> <span>74</span> <span>66</span> <span>77</span> <span>46</span> <span>75</span> <span>76</span> <span>82</span> <span>62</span> <span>90</span> <span>84</span> <span>90</span> <span>93</span> </div> </div>																			

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### 3rd Quarter



### Guiding Questions

#### Guiding Questions:

**What is the data telling us?** That we need stronger academic/content instruction.

**Are all subgroups performing at the optimal level?** No

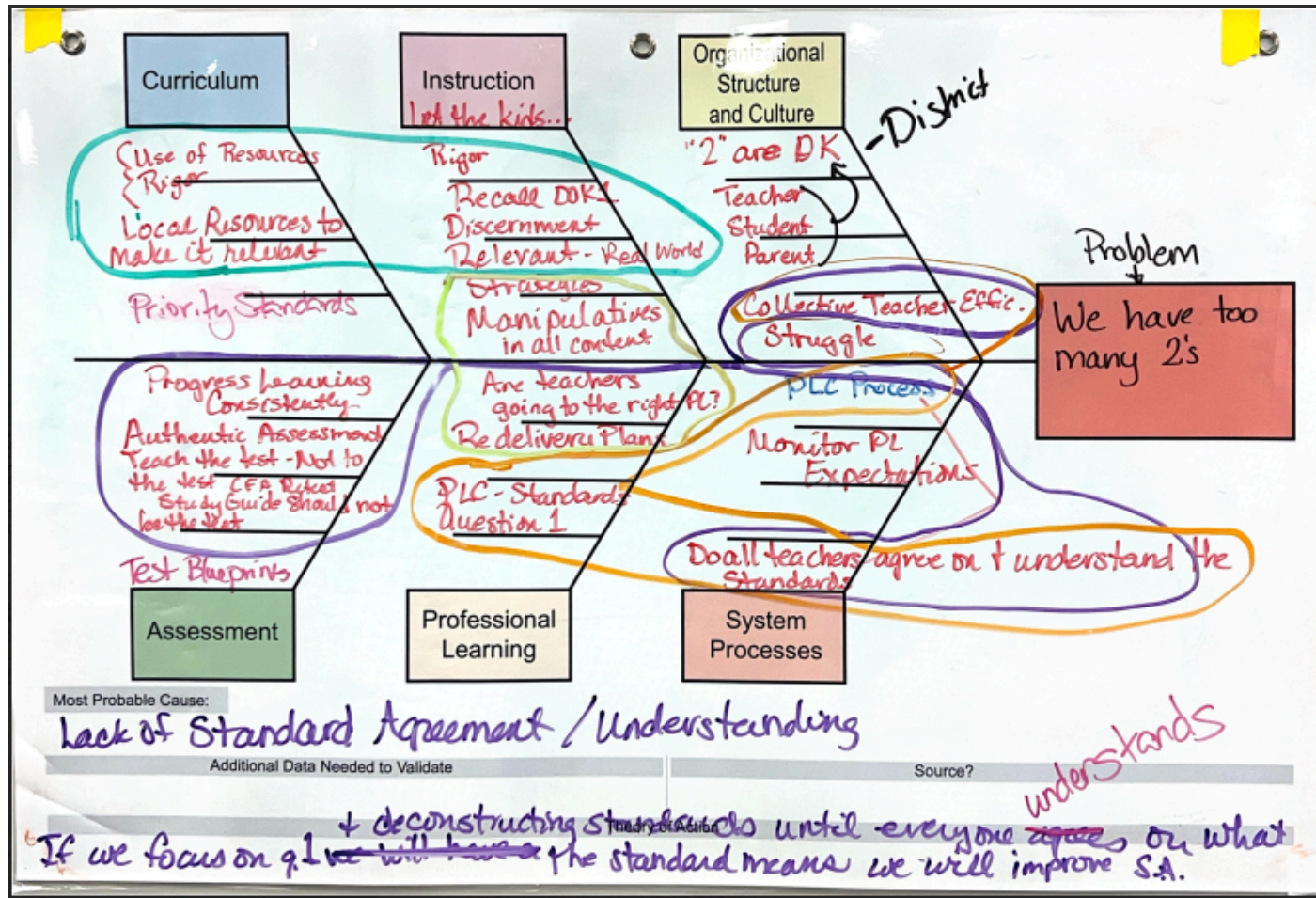
**What trends and patterns are observed for all students and each subgroup?** Our subgroups are not meeting yearly improvement expectations..

**What are the trends and patterns that will support the identification of student, teacher, and leader needs?** year to year EOG data

# Continuous School Improvement Plan 2025-2026

## Data Analysis

### Fishbone Activity



## Continuous School Improvement Plan 2025-2026

### Data Analysis

#### Theory of Action

If we focus on Q1 and deconstructing standards until everyone understands what the standard means and what it looks like in action with the students, we will improve student achievement.

# Continuous School Improvement Plan 2025-2026

Graduation and Dropout Data  
(Elem and MS need to get this data from high school)

## 4- Year Graduation

2024

HOW DID THE SCHOOL PERFORM ON GRADUATION RATE?

88.0  +1.4

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	88.0
STATE SCORE	85.7

HOW DID THE SCHOOL PERFORM ON 4- AND 5-YEAR GRADUATION RATES?




4-YEAR GRADUATION RATE	89.58%	 +6.49
5-YEAR GRADUATION RATE	84.93%	 -8.57






HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

4-YEAR GRADUATION RATE

5-YEAR GRADUATION RATE

LEGEND

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

	RATE	TARGET	FLAG
ALL STUDENTS	89.58%	90.00%	
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	86.75%	90.00%	
HISPANIC	Too Few Students	74.39%	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	89.33%	90.00%	
ECONOMICALLY DISADVANTAGED	89.58%	90.00%	
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	74.19%	90.00%	



## Continuous School Improvement Plan 2025-2026

Graduation and Dropout Data  
(Elem and MS need to get this data from high school)

2023

HOW DID THE SCHOOL PERFORM ON GRADUATION RATE?

**86.6** -5.5

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	86.6
STATE SCORE	84.9

HOW DID THE SCHOOL PERFORM ON 4- AND 5-YEAR GRADUATION RATES?

4-YEAR GRADUATION RATE	83.09%	-10.03
5-YEAR GRADUATION RATE	93.50%	+3.50

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

	RATE	TARGET	FLAG
<b>4-YEAR GRADUATION RATE</b>			
ALL STUDENTS	83.09%	90.00%	
5-YEAR GRADUATION RATE			
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	89.66%	90.00%	
HISPANIC	73.91%	N/A	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	82.31%	90.00%	
ECONOMICALLY DISADVANTAGED	83.09%	90.00%	
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	74.36%	90.00%	

**LEGEND**

- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

## Continuous School Improvement Plan 2025-2026

Graduation and Dropout Data  
(Elem and MS need to get this data from high school)

### 5- Year Graduation

2024

HOW DID THE SCHOOL PERFORM ON GRADUATION RATE?

**88.0** ↑ +1.4

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	88.0
STATE SCORE	85.7

HOW DID THE SCHOOL PERFORM ON 4- AND 5-YEAR GRADUATION RATES?

4-YEAR GRADUATION RATE	89.58%	<span style="color: green;">↑</span> +6.49
5-YEAR GRADUATION RATE	84.93%	<span style="color: red;">↓</span> -8.57

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

	RATE	TARGET	FLAG
<b>4-YEAR GRADUATION RATE</b>			
ALL STUDENTS	84.93%	90.00%	<span style="color: red;">▬</span>
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	89.66%	90.00%	<span style="color: red;">▬</span>
HISPANIC	73.91%	N/A	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	85.03%	90.00%	<span style="color: red;">▬</span>
ECONOMICALLY DISADVANTAGED	84.93%	90.00%	<span style="color: red;">▬</span>
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	79.49%	90.00%	<span style="color: red;">▬</span>

**5-YEAR GRADUATION RATE**

---

**LEGEND**

- ▬ Subgroup met improvement target
- ▬ Subgroup made progress, but did not meet improvement target
- ▬ Subgroup did not make progress and did not meet improvement target

## Continuous School Improvement Plan 2025-2026

Graduation and Dropout Data  
(Elem and MS need to get this data from high school)

2023

HOW DID THE SCHOOL PERFORM ON GRADUATION RATE?

**86.6** -5.5

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	86.6
STATE SCORE	84.9

HOW DID THE SCHOOL PERFORM ON 4- AND 5-YEAR GRADUATION RATES?

4-YEAR GRADUATION RATE	83.09%	-10.03
5-YEAR GRADUATION RATE	93.50%	+3.50

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

**4-YEAR GRADUATION RATE**

5-YEAR GRADUATION RATE

**LEGEND**

- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

	RATE	TARGET	FLAG
ALL STUDENTS	83.09%	90.00%	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	89.66%	90.00%	
HISPANIC	73.91%	N/A	
MULTI-RACIAL	Too Few Students	N/A	
WHITE	82.31%	90.00%	
ECONOMICALLY DISADVANTAGED	83.09%	90.00%	
ENGLISH LEARNERS	Too Few Students	N/A	
STUDENTS WITH DISABILITY	74.36%	90.00%	

## Continuous School Improvement Plan 2025-2026

### Graduation and Dropout Data (Elem and MS need to get this data from high school)

#### Dropout

2024: 231 graduates 24 dropout students  
2025: 241 graduates # is not in

#### Pathway Completion

**2024**

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?	RATE
ALL STUDENTS	<b>81.86%</b>
AT OR ABOVE GRADE-LEVEL READING	Too Few Students
STUDENT ATTENDANCE	Too Few Students
ACCELERATED ENROLLMENT	Too Few Students
<b>PATHWAY COMPLETION</b>	<b>76.81%</b>
COLLEGE AND CAREER READINESS	Too Few Students
AMERICAN INDIAN / ALASKAN NATIVE	Too Few Students
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	<b>76.81%</b>
HISPANIC	Too Few Students
MULTI-RACIAL	Too Few Students
WHITE	<b>84.40%</b>
ECONOMICALLY DISADVANTAGED	<b>81.86%</b>
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	<b>56.00%</b>

## Continuous School Improvement Plan 2025-2026

Graduation and Dropout Data  
(Elem and MS need to get this data from high school)

2023

### HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

	RATE
ALL STUDENTS	85.34%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	80.26%
HISPANIC	100.00%
MULTI-RACIAL	Too Few Students
WHITE	85.27%
ECONOMICALLY DISADVANTAGED	85.34%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	74.19%

AT OR ABOVE GRADE-LEVEL READING

STUDENT ATTENDANCE

ACCELERATED ENROLLMENT

**PATHWAY COMPLETION**

COLLEGE AND CAREER READINESS

### Guiding Questions

#### What is the data telling us?

Our graduation rate from 2022 trended down for a year and has started to increase.

Pathway Completion: JHS has consistently trended in the low 80% completion rate.

#### Are all subgroups performing at the optimal level?

Graduation Rate: No, our SWD subgroup is our lowest performing group when looking at the three-year data span.

Pathway Completion: Our SWD students have the lowest completion rate and have trended down for the last three years.

#### What trends and patterns are observed for all students and each subgroup?

Graduation: Overall, JHS has outperformed the state graduation rate average. JHS does not meet the target of 90% with our lowest performing subgroup being our SWD students.

Pathway: Our white students outperform in completion rates as compared to other subgroups.

## Continuous School Improvement Plan 2025-2026

### Graduation and Dropout Data

(Elem and MS need to get this data from high school)

#### **What are the trends and patterns that will support the identification of student, teacher, and leader needs?**

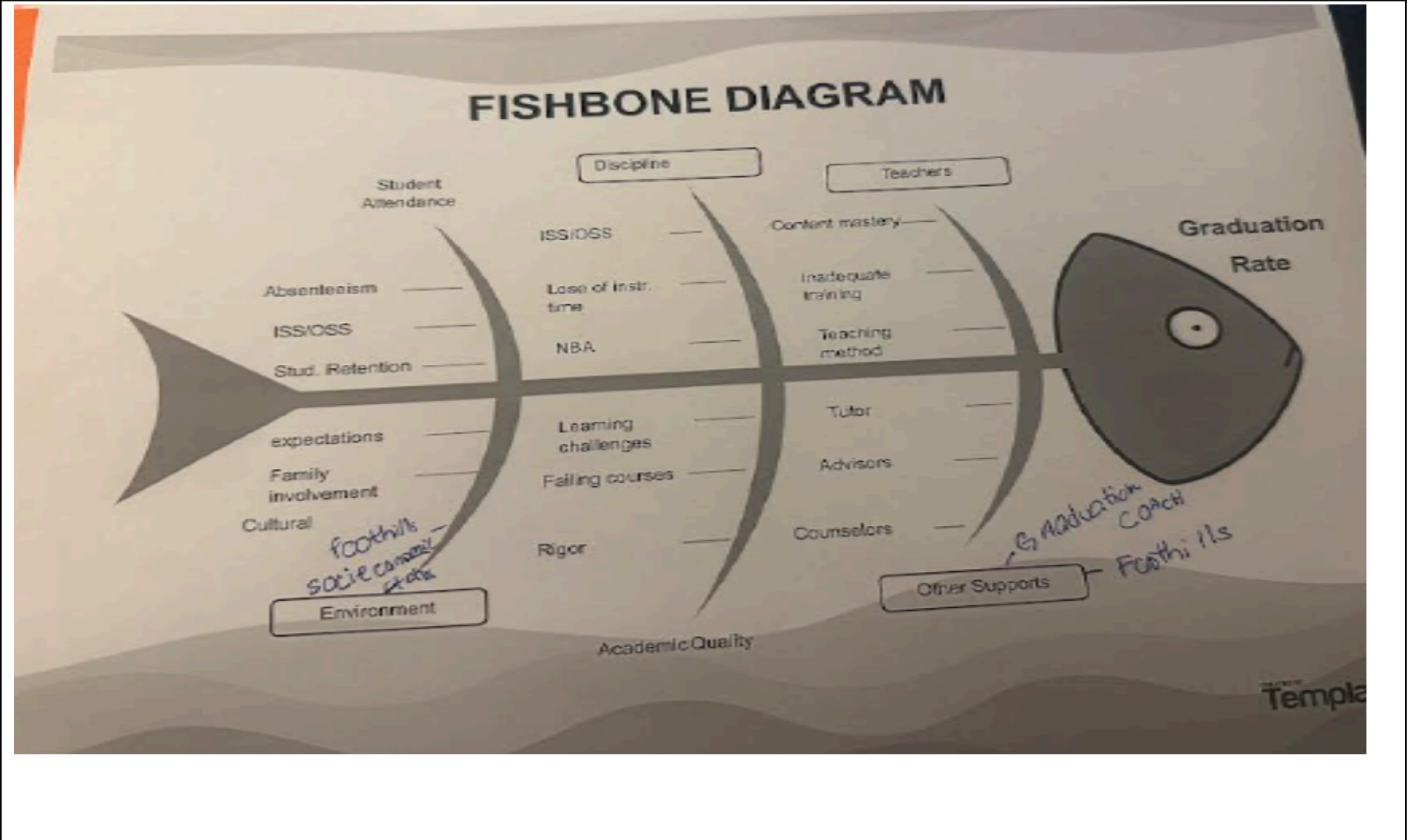
Graduation Rate: In 2022, content mastery was 51.4. In 2023, it increased to 55.8, and in 2024, it reached 56.1. This upward trend in content mastery supports the identification of student, teacher, and leader needs. Additionally, with the graduation rate rebounding after its dip in 2022, JHS has now reached an 88% graduation rate. This demonstrates that our teachers and leaders are successfully addressing performance gaps, particularly for our SWD students.

Pathway: The completion trend data supports the need for more support for our SWD students in CTAE pathways.

Fishbone

# Continuous School Improvement Plan 2025-2026

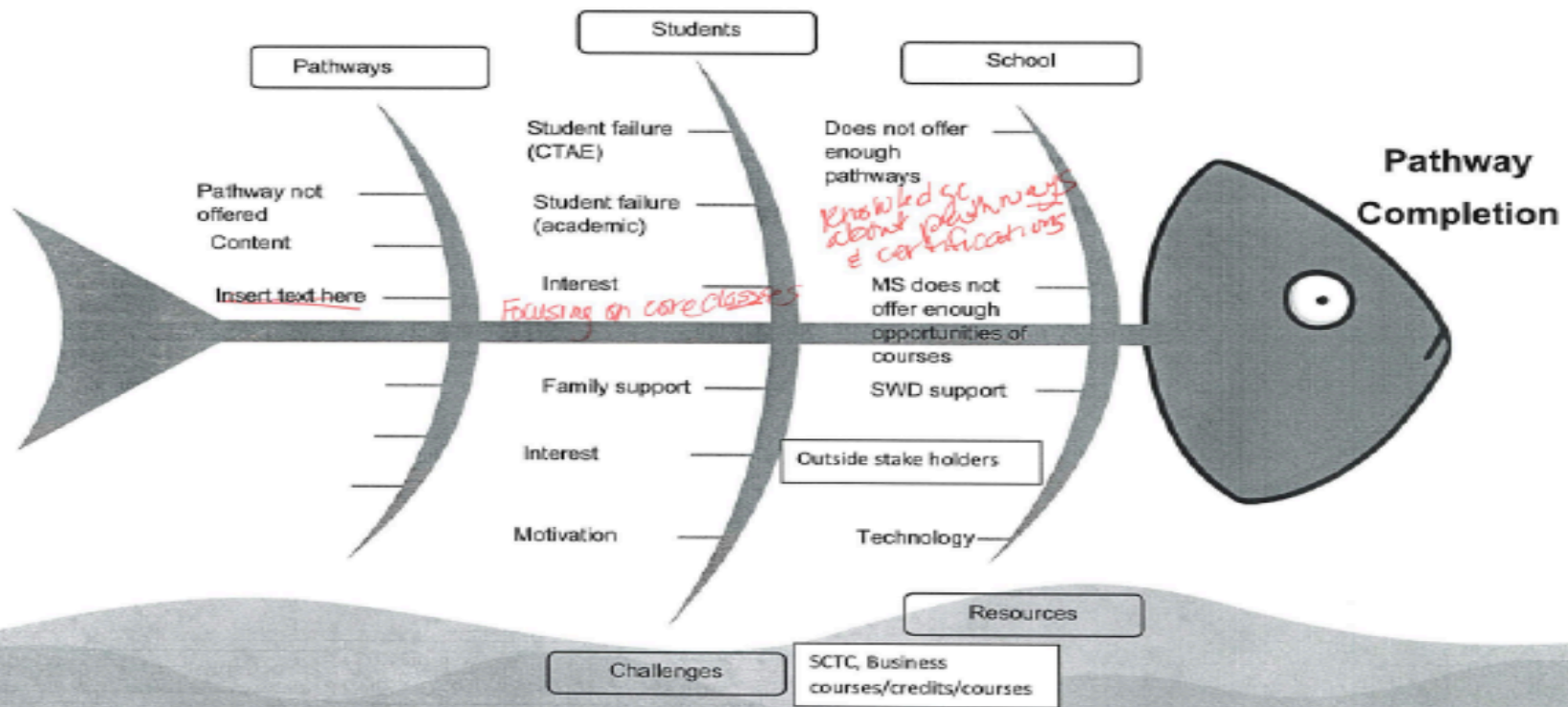
Graduation and Dropout Data  
(Elem and MS need to get this data from high school)



# Continuous School Improvement Plan 2025-2026

Graduation and Dropout Data  
(Elem and MS need to get this data from high school)

## FISHBONE DIAGRAM



CREATED BY  
TemplateLAB

## Continuous School Improvement Plan 2025-2026

### Graduation and Dropout Data (Elem and MS need to get this data from high school)

#### Theory of Action

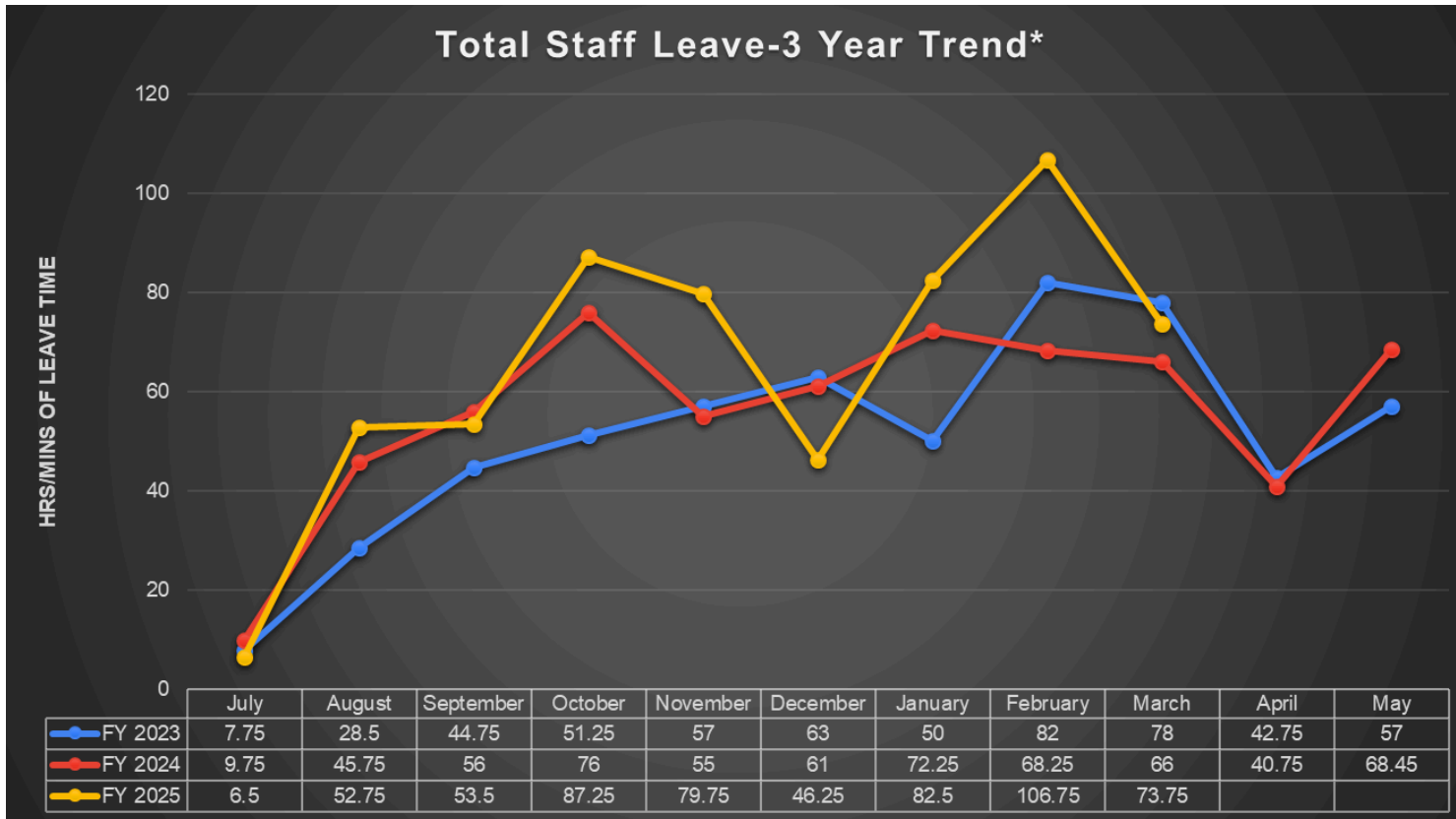
To address our SWD population our teachers may need additional training and resources to support the unique needs of SWD students. This could include differentiated instruction strategies, more individualized support, and perhaps more integration of technology or assistive tools. For our overall graduation rate, utilizing advisement to provide students with structured academic coaching and personalized support to keep them on track toward graduation. Through regular grade check-ins and goal-setting, advisors can help students navigate academic challenges, explore career pathways, and stay engaged in their education. Furthermore, a graduation coach can use data to target our lowest performing students to provide support, strategies, and collaboration between school and home to prevent student dropout.

With our lowest pathway completion rate being our SWD students there may be a need for curriculum adaptation. For identified students, JHS can work to create a universal design for learning that is accessible for all students. For example, breaking down complex tasks into manageable steps. Additionally, JHS can promote collaboration among Pathway teachers, support staff, and case managers to develop strategies, modify instruction, and provide targeted support for our SWD students.

## Continuous School Improvement Plan 2025-2026

### Attendance (Student, Teacher, Administrator)

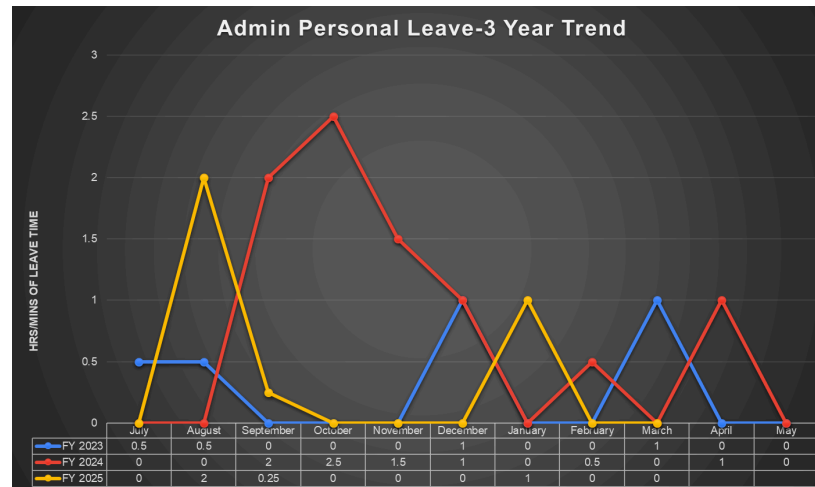
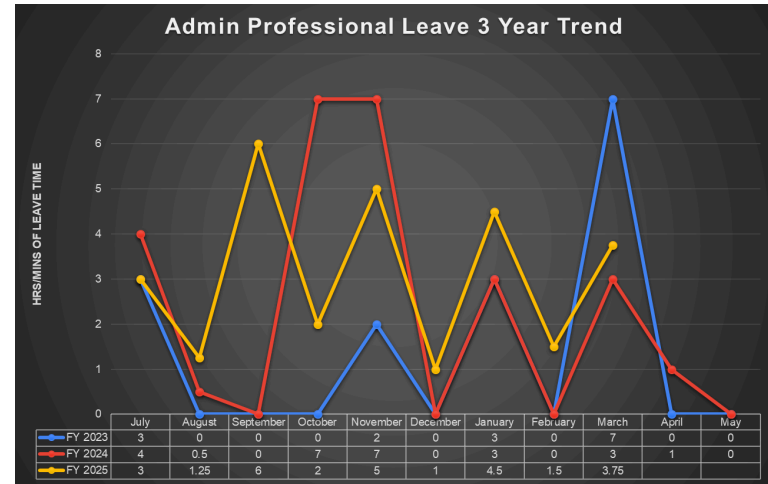
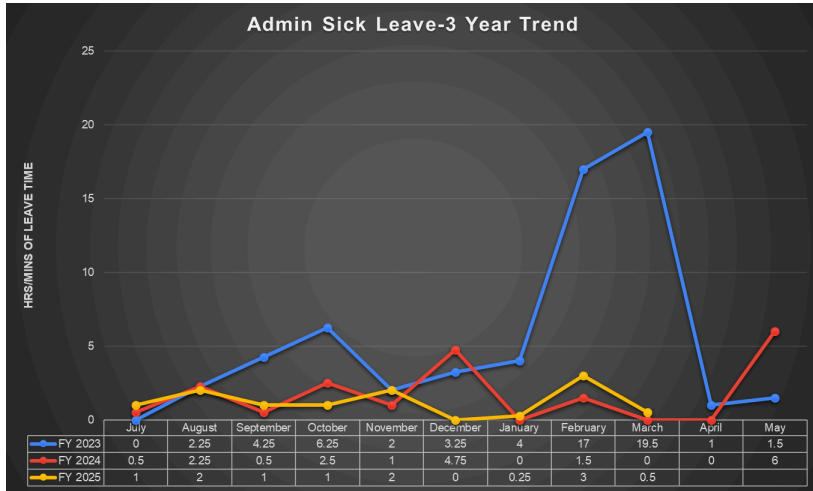
\*Total Staff (Teachers, Certified Support Staff, and Teachers—Sick Leave, PL, and Personal Leave): by month



**Administrator:** by month

# Continuous School Improvement Plan 2025-2026

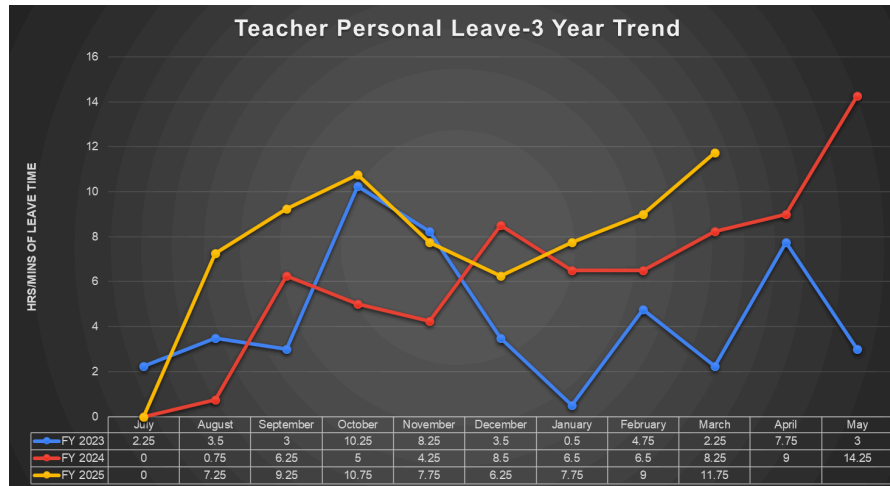
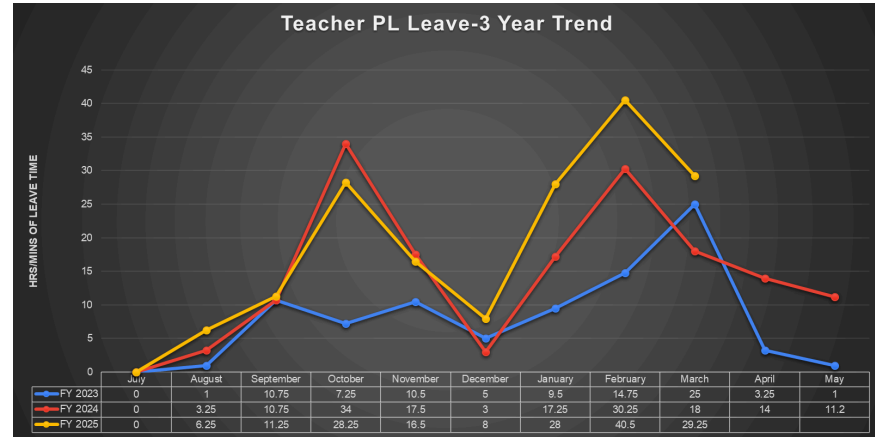
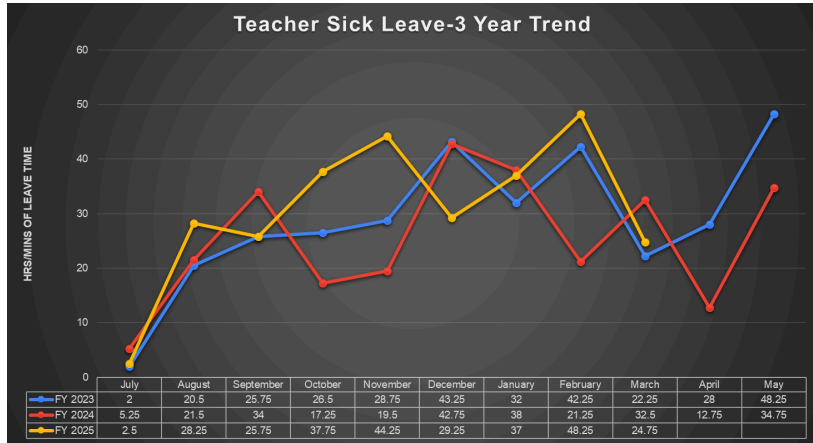
## Attendance (Student, Teacher, Administrator)



# Continuous School Improvement Plan 2025-2026

## Attendance (Student, Teacher, Administrator)

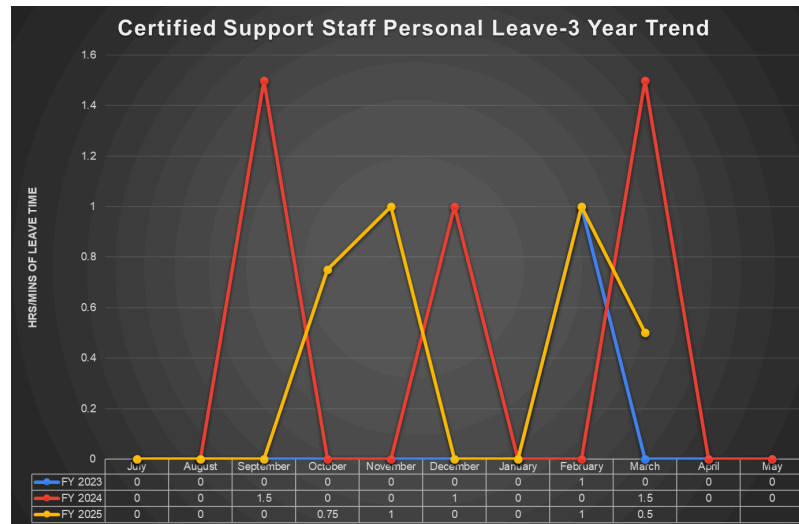
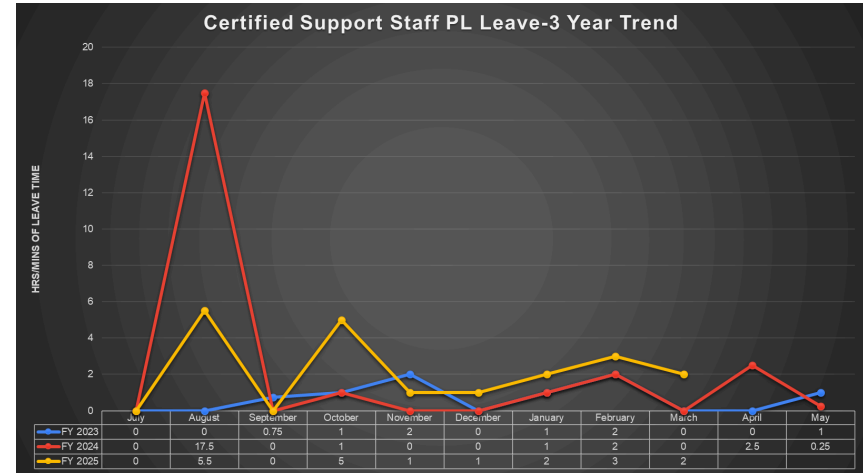
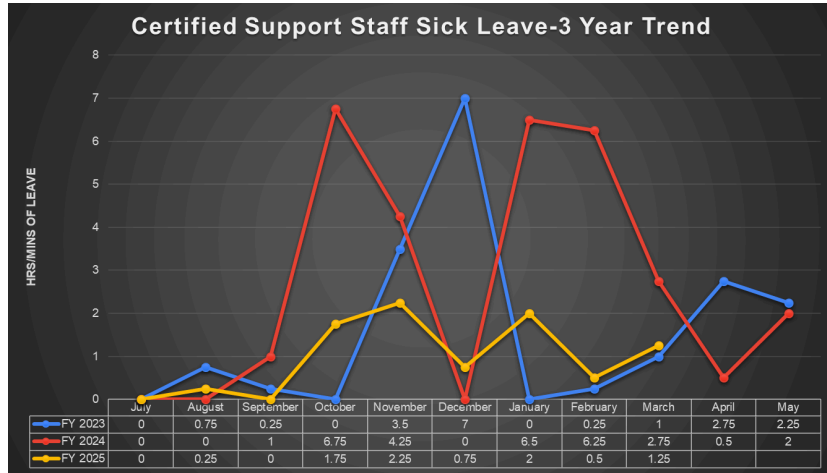
### Teacher- by month



# Continuous School Improvement Plan 2025-2026

## Attendance (Student, Teacher, Administrator)

### Certified Support Staff-by month



## Continuous School Improvement Plan 2025-2026

Attendance (Student, Teacher, Administrator)

**Student:**

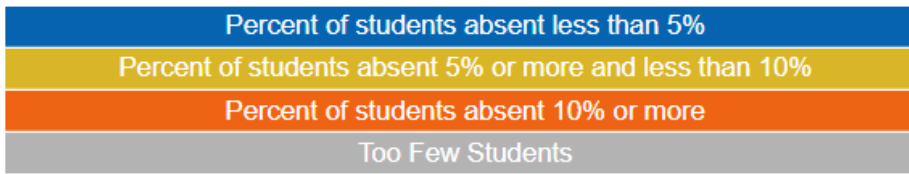
## Continuous School Improvement Plan 2025-2026

### Chronically Absent-% of Students Absent 10% or More Enrolled Days

	<b>State 2024</b>	<b>Butts 2024</b>	<b>HMS 2024</b>	<b>HMS 2025</b>
<b>All Student</b>	21.3%	19.3%	18.4%	20.2%
<b>Grade 6</b>	16.9%		16.6%	14.03%
<b>Grade 7</b>	19.6%		17.6%	21.92%
<b>Grade 8</b>	21.2%		20.8%	25.21%
<b>Female</b>	21.4%	18.6%	20.1%	
<b>Male</b>	21.2%	20%	16.6%	
<b>Black</b>	25.1%	17.5%	15.1%	
<b>Hispanic</b>	23%	18.1%	14.5%	
<b>Multi-Racial</b>	22.3%	26.6%	34.7%	
<b>White</b>	18%	19.8%	19.3%	
<b>SWDs</b>	25.6%	25%	32.6%	
<b>w/o SWDs</b>	20.5%	18.4%	16.6%	

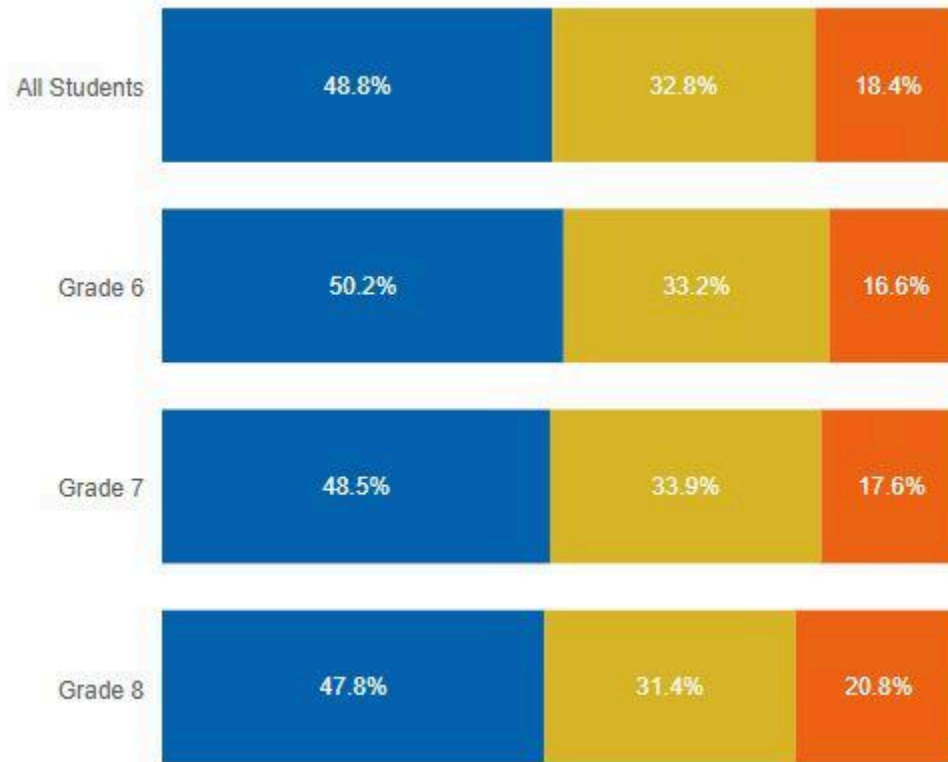
## Continuous School Improvement Plan 2025-2026

3 Tiers of Student Absenteeism



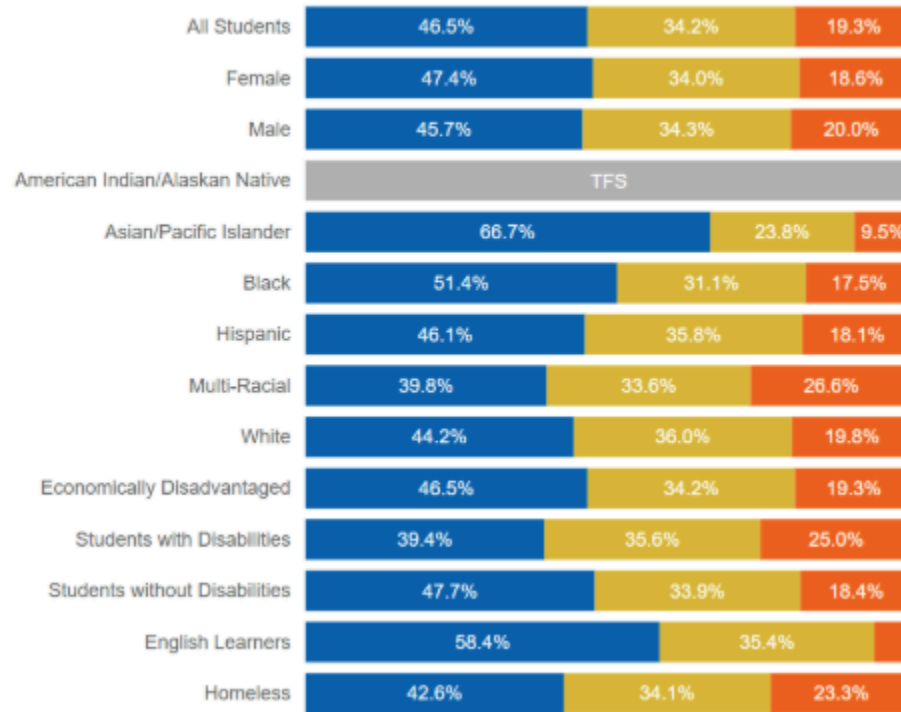
## Continuous School Improvement Plan 2025-2026

### HMS Attendance: 3 Tiers of Student Absenteeism



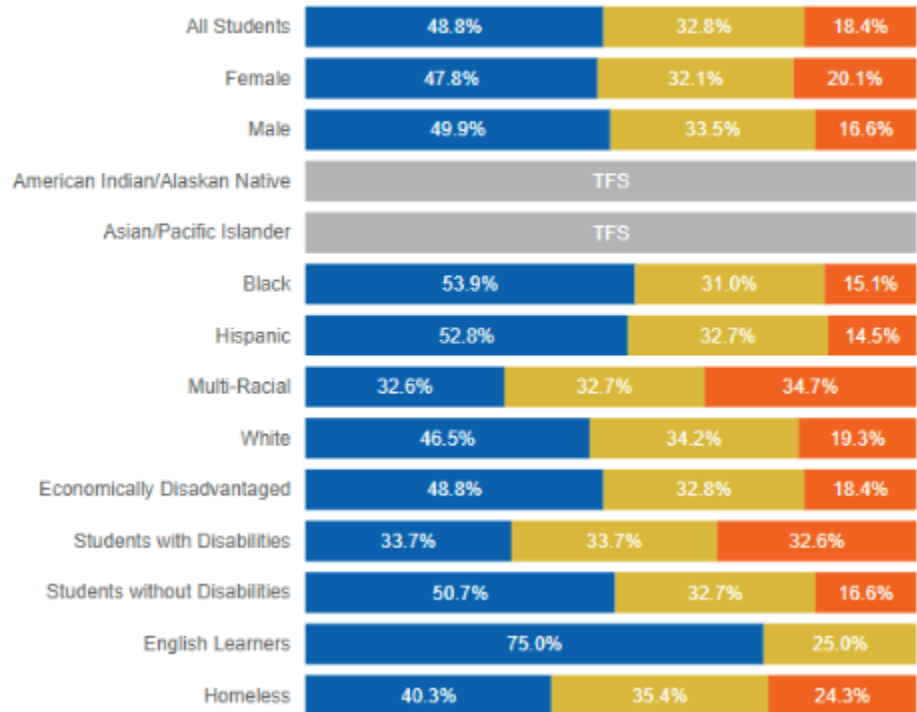
## Continuous School Improvement Plan 2025-2026

### Butts County 3 Tier of Student Absenteeism



## Continuous School Improvement Plan 2025-2026

### Henderson 3 Tier of Student Absenteeism



## Continuous School Improvement Plan 2025-2026

Attendance (Student, Teacher, Administrator)

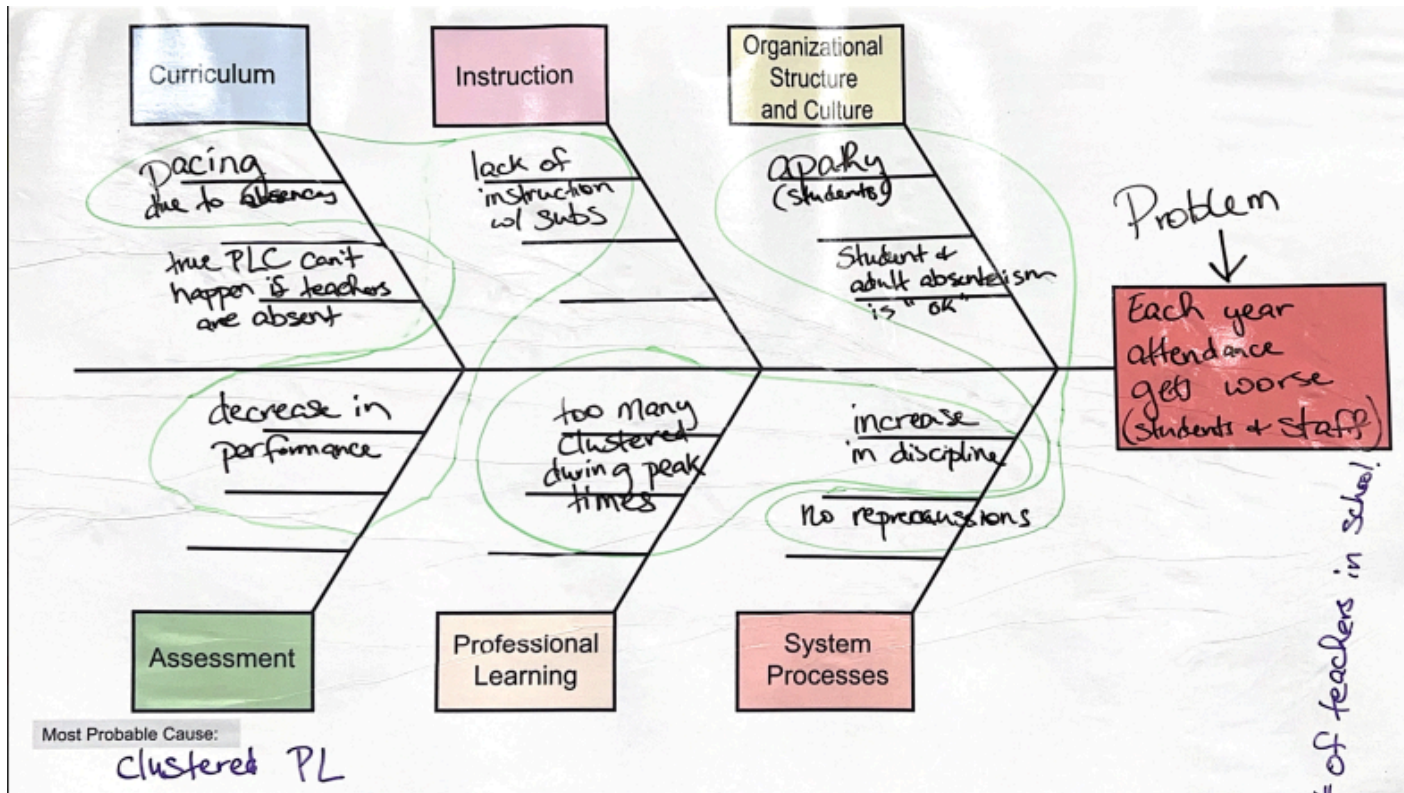
### Excused vs Unexcused Absences

<b>Total # of Students = 745</b>	<b>Unexcused</b>	<b>Excused</b>
<b># of Students with 3-4 Absences</b>	160 (21.4% of students)	131 (17.6% of students)
<b># of Students with 5-6 Absences</b>	94 (12.6%)	105 (14%)
<b># of Students with 7-9 Absences</b>	63 (8.4%)	65 (8.7%)
<b># of Students with 10 or More Absences</b>	58 (7.8%)	68 (9%)

# Continuous School Improvement Plan 2025-2026

## Attendance (Student, Teacher, Administrator)

### Fishbone



### Theory of Action

If we create a school culture that prioritizes belonging, accountability, and well-being—and we consistently monitor attendance data, engage in early interventions, and partner with families and staff—then we will reduce chronic absenteeism among students and staff, improve

## Continuous School Improvement Plan 2025-2026

### Attendance (Student, Teacher, Administrator)

engagement, and strengthen the overall learning environment.

## Discipline

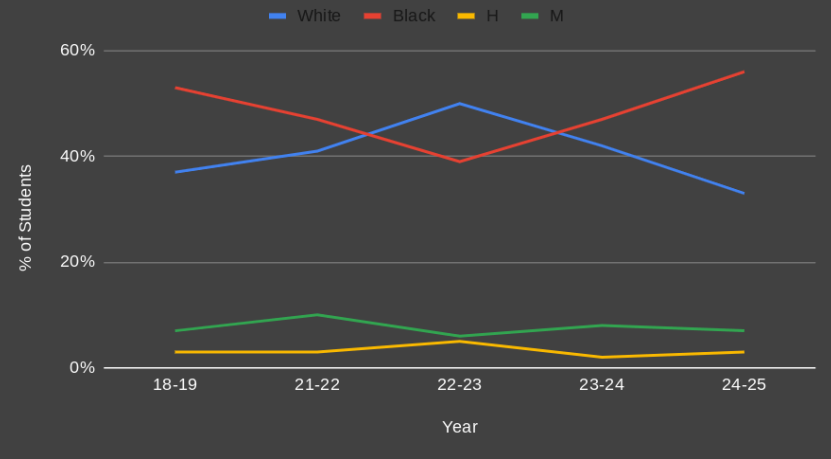
Total of top 5 Referrals for FY25

\*Total of Top 5 Referrals

Top 5 Referrals	Number of Events	Number of Students	% of Overall Referrals
1. Repeat Offenses	72	45	24%
2. Student Incivility 1	60	54	20%
3. Aggressive Behavior	33	30	11%
4. Student Incivility 2	30	28	10%
5. Student Incivility 3	18	17	6%

\*As of 2/11/2025

Behavior Incidents by Race-FY19 Compared to FY22-FY25



## Continuous School Improvement Plan 2025-2026

### Discipline

#### Total of Top 5 Referrals

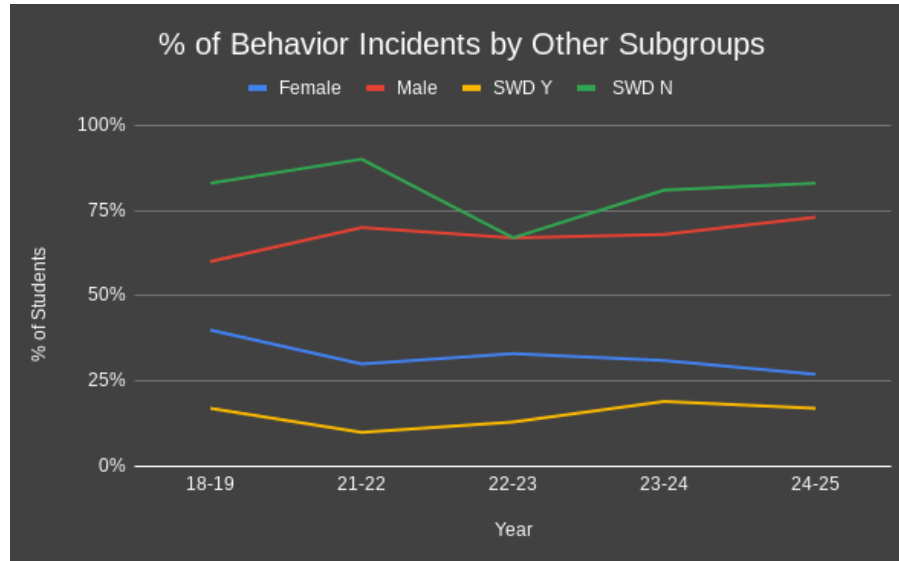
Top 5 Referrals	Number of Events	Number of Students	% of Overall Referrals
1. Repeat Offenses	131	71	24%
2. Student Incivility 1	148	105	20%
3. Aggressive Behavior	59	43	11%
4. Student Incivility 2	53	45	10%
5. Student Incivility 3	29	27	5%

#### Number of Behavior Incidents by Other Subgroup

	18-19	21-22	22-23	23-24	24-25
Female	617	185	193	160	144
Male	919	425	396	352	394
SWD Y	259	62	79	95	89
SWD N	1277	548	510	417	361

## Continuous School Improvement Plan 2025-2026

### Discipline



### ISS

#### Discipline by ISS

	18-19	21-22	22-23	23-24	24-25
<b>Number of Events</b>	708	352	293	308	287
<b>Number of Days</b>	998	435	511	417	326
<b>Number of Students</b>	275	194	177	185	165

## Continuous School Improvement Plan 2025-2026

### OSS

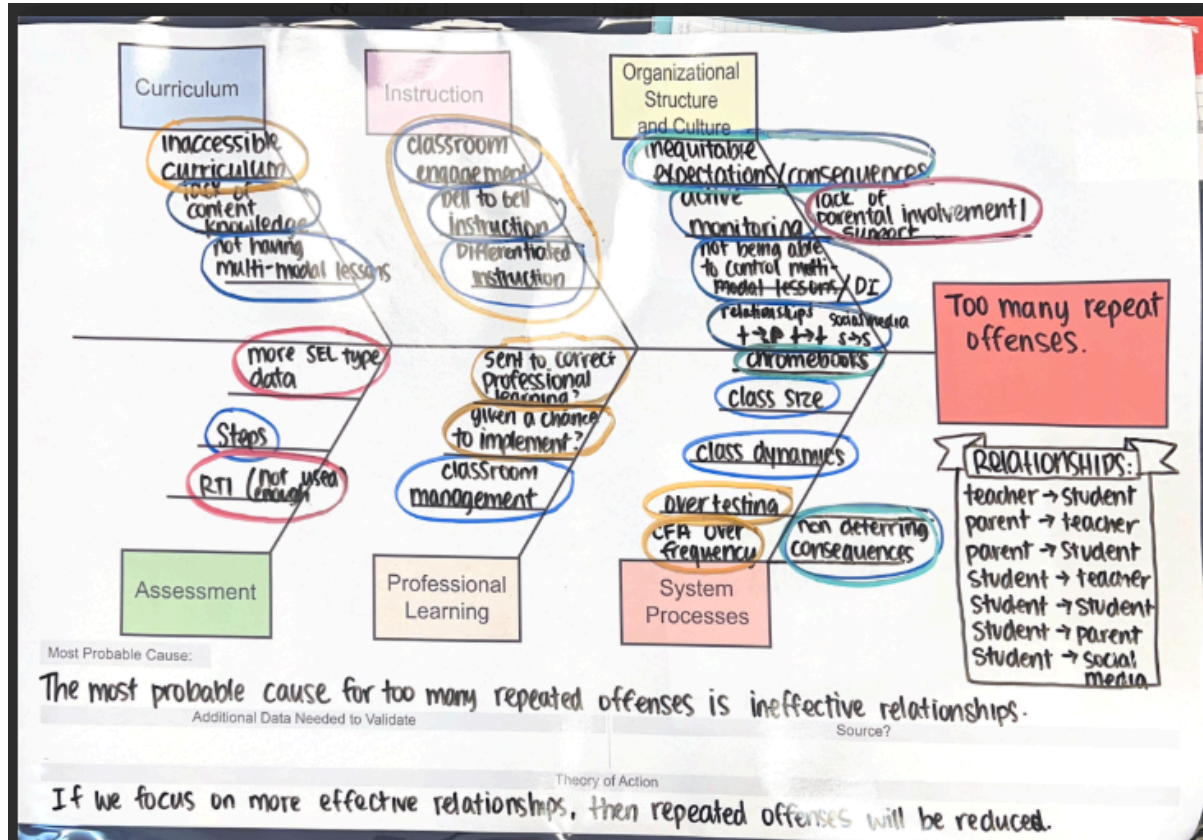
#### Discipline by OSS

	<b>18-19</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>*24-25</b>
<b>Number of Events</b>	309	123	179	133	150
<b>Number of Days</b>	794	403	764	488	594
<b>Number of Students</b>	175	99	142	103	120

Fishbone (all discipline)

# Continuous School Improvement Plan 2025-2026

## OSS



What is the data telling us?

The data is noting that repeat offenses is our highest sub category, and this is closely followed by student incivility 1.

Are all subgroups performing at the optimal level?

No, we have a disproportionate amount of males in the building making up the discipline data. Over 70 percent of referrals are male 15 percent of the referrals were SWD.

## Continuous School Improvement Plan 2025-2026

### OSS

However, the trend of repeated offenses and student incivility 1 are shared among sub groups.

What trends and patterns are observed for all students and each subgroup?

It has been observed that each subgroup has the same issues with repeated offenses and student incivility 1.

What are the trends and patterns that will support the identification of student, teacher, and leader needs?

Being more intentional about ensuring students with disabilities are accommodated is an area of growth. Providing supports for male students is an area of growth. Providing supports for high flyers and repeat offenders in an area for growth.

Theory of Action (all discipline)

If teachers consistently follow clear discipline procedures, build strong relationships with students, and deliver engaging, relevant instruction, then students will feel more connected, respected, and motivated to actively participate—and minor classroom disruptions will decrease, creating a more focused and productive learning environment for all.

# Continuous School Improvement Plan 2025-2026

## Perception Data (School Climate Data)

### Star Climate Rating

HOW IS THIS SCHOOL PERFORMING ON CLIMATE?

84.30



	★★★★★	★★★★☆	★★★☆☆	★★☆☆☆	★☆☆☆☆
ELEMENTARY SCHOOL	82.5 AND BELOW	82.6 to 87.1	87.2 to 91.7	91.8 to 96.3	96.4 AND ABOVE
MIDDLE / HIGH SCHOOL	71.1 AND BELOW	71.2 to 77.2	77.3 to 83.3	83.4 to 89.4	89.5 AND ABOVE

HOW DID THE SCHOOL PERFORM ON EACH CLIMATE INDICATOR?

#### LEGEND

- ID Incomplete Data – Data are not complete
- IP Insufficient Participation – Minimum participation not met
- LI Low Incidence – Count of incidents reported was significantly lower as compared to all schools
- LP Low Participation – Minimum survey participation requirement not met
- N/A Not Applicable – Sub-indicator is not applicable.
- NP No Participation – No participation for this indicator
- NS No Score – School does not receive a score

SURVEY	73.66
<a href="#">View SURVEY data</a>	
DISCIPLINE	61.59
<a href="#">View DISCIPLINE data</a>	
SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT	89.49
<a href="#">View SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT data</a>	
ATTENDANCE	92.64
<a href="#">View ATTENDANCE data</a>	
ADDITIONAL CONSIDERATIONS	
<a href="#">View ADDITIONAL CONSIDERATIONS data</a>	

## Continuous School Improvement Plan 2025-2026

### Perception Data (School Climate Data)

#### HOW DID THE SCHOOL PERFORM ON EACH CLIMATE INDICATOR?

##### LEGEND

- ID** Incomplete Data – Data are not complete
- IP** Insufficient Participation – Minimum participation not met
- LI** Low Incidence – Count of incidents reported was significantly lower as compared to all schools
- LP** Low Participation – Minimum survey participation requirement not met
- N/A** Not Applicable – Sub-indicator is not applicable.
- NP** No Participation – No participation for this indicator
- NS** No Score – School does not receive a score

#### SURVEY 73.66

[Hide SURVEY data](#)

Student	68.79
Teacher / Staff / Administrator	77.91
Parent	74.28

#### DISCIPLINE 61.59

[Hide DISCIPLINE data](#)

Weighted Suspension Rate	61.59
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#### SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT 89.49

[Hide SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT data](#)

Student Drug-Related Incidents (Data)	100.00
Violent Incidents (Data)	92.04
Bullying and Harassment Incidents (Data)	95.71
Student Drug-Related Incidents (Survey)	89.11
Violent Incidents (Survey)	97.28
Bullying and Harassment Incidents (Survey)	62.78

#### ATTENDANCE 92.64

[Hide ATTENDANCE data](#)

Student Attendance	82.54
Personnel Attendance	95.31
Administrator Attendance	97.17
Staff Attendance	95.53

#### ADDITIONAL CONSIDERATIONS

[Hide ADDITIONAL CONSIDERATIONS data](#)

Initial Score (average of 4 components)	79.35
Positive Behavioral Interventions and Supports (PBIS)	Y
Maximum of 5 points added	
Unsafe School Choice Option (USCO)	N/A
USCO distinction for 2 consecutive years = 1 star removed	
USCO distinction for 3 consecutive years = 2 stars removed	

Student Survey

[Student Survey FY25](#)

## Continuous School Improvement Plan 2025-2026

Teaching & Learning: Confidence in Teachers <i>(about half of my teachers or more)</i>	State	HMS
1. This year at this school, how many of your teachers have significantly impacted your learning?	66%	80%
2. This year at this school, how many of your teachers make learning interesting?	55%	66%
3. This year at this school, how many of your teachers create an environment where students can learn?	78%	88%
4. This year at this school, how many of your teachers have helped you set learning goals?	58%	79%
Teaching & Learning: Classroom Discussion <i>(about half of my teachers or more)</i>		
5. This year at this school, how often do you have group discussions about what you are learning in class? <i>(multiple times per month)</i>	77%	89%
6. This year at this school, how many of your teachers have classroom discussions that improve your learning?	63%	81%
7. This year at this school, how many of your teachers ensure everyone is respectful during classroom discussions?	79%	87%
8. This year at this school, how many of your teachers make you feel comfortable sharing your thoughts and opinions?	58%	70%
Teaching & Learning: Teacher Clarity and Feedback <i>(about half of my teachers or more)</i>	State	HMS
9. This year at this school, how many of your teachers give you specific feedback about the quality of your work?	63%	78%
10. This year at this school, how many of your teachers always check with students to make sure they understand instructions?	72%	85%
11. This year at this school, how many of your teachers explain new topics in a way that is easy for you to understand?	69%	77%
12. This year at this school, how many of your teachers share examples of quality work before you start an assignment?	68%	81%
13. This year at this school, how many of your teachers give you time to practice what you've learned before moving to a new topic?	70%	82%
14. This year at this school, how often do your teachers tell you what you did well? <i>(multiple times per month)</i>	75%	89%
15. This year at this school, how helpful is the feedback you get from your teachers? <i>(Somewhat helpful to extremely helpful)</i>	79%	90%
Student-Staff Relationships <i>(about half of my teachers or more)</i>	State	HMS
16. This year at this school, how many adults show they care about students?	75%	90%
17. This year at this school, how many adults show respect toward students?	77%	88%
18. This year at this school, how many adults do you feel comfortable going to for help?	53%	64%

## Continuous School Improvement Plan 2025-2026

### Perception Data (School Climate Data)

	State	HMS
<b>Safety</b> <i>(somewhat safe to extremely safe)</i>		
19. This year at this school, how safe do you feel in the halls?	80%	92%
20. This year at this school, how safe do you feel in the classrooms?	84%	93%
21. This year at this school, how safe do you feel in the restrooms?	68%	80%
22. This year at this school, how safe do you feel in the lunchroom?	82%	89%
23. This year at this school, how safe do you feel in the gym or locker room?	71%	78%
24. This year at this school, if you rode the school bus this year, how safe did you feel?	65%	67%
25. This year at this school, how safe do you feel at extracurricular activities (such as school sports events or concerts)?	76%	86%
26. This year at this school, how well do you know the right steps to follow in an emergency (such as a fire or tornado)? <i>(somewhat well to extremely well)</i>	91%	95%
27. This year at this school, how well do you know the steps to follow in case of an intruder? <i>(somewhat well to extremely well)</i>	88%	95%
28. This year at this school, how easy is it for someone to get into the building even if they are not authorized to be there? <i>(slightly easy to not easy)</i>	46%	61%
<b>Physical Environment</b>	State	HMS
29. This year, how clean is this school? <i>(somewhat clean to extremely clean)</i>	68%	85%
30. This year, how proud are you of the way this school looks? <i>(somewhat proud to extremely proud)</i>	68%	88%
31. This year, how many of your teachers keep their classrooms neat and organized? <i>(about half of my teachers or more)</i>	84%	93%
32. This year, how many things in this school (such as toilets, computers, chairs, lab equipment, gym equipment) are in good working condition? <i>(about half work to everything works)</i>	80%	94%
<b>Student Supports</b>	State	HMS
33. This year at this school, how easy is it to access student wellness services (such as school counselors, nurses, and social workers)? <i>(somewhat easy to extremely easy)</i>	78%	92%
34. This year at this school, how satisfied are you with the amount of student wellness resources available? <i>(somewhat satisfied to extremely satisfied)</i>	73%	88%
35. This year at this school, how well do classes offered match what you like (such as fine arts, music, and other exploratory classes)?	70%	85%

36. This year at this school, how well do adults help students if they are new to the school?	78%	90%
37. This year at this school, how well do adults help students if they feel sad?	65%	80%
38. This year at this school, how well do adults help students if they are experiencing bullying?	63%	78%
39. This year at this school, how well do adults help students if they are dealing with substance abuse issues (such as alcohol or drugs)?	54%	54%
<b>Student Wellbeing</b> <i>(somewhat a problem to not a problem)</i>	State	Butts
40. This year at this school, how often are you bullied? <i>(multiple times per month)</i>	81%	89%
41. This year at this school, how often are you cyber-bullied by phone, email, social media, or text messaging? <i>(multiple times per month)</i>	87%	93%
42. This year at this school, how big of a problem is bullying?	60%	66%
43. This year at this school, how big of a problem is cyber-bullying?	61%	65%
44. This year at this school, how big of a problem are gangs?	61%	73%
45. This year at this school, how big of a problem is substance abuse (with alcohol or drugs)?	56%	69%
46. This year at this school, how big of a problem is vaping?	50%	59%
47. This year at this school, how big of a problem is students harming themselves?	52%	62%
48. This year at this school, how often have you been very sad? <i>(multiple times per month)</i>	68%	75%
49. This year at this school, how often have you been very worried about something? <i>(multiple times per month)</i>	57%	64%
50. This year at this school, how stressed are you due to school? <i>(somewhat stressed to not stressed)</i>	55%	57%

Parent Survey

[Parent Survey FY25](#)

## Continuous School Improvement Plan 2025-2026

### Perception Data (School Climate Data)

Staff Survey

[Staff Survey FY25](#)

[Teacher Survey FY25](#)

## Continuous School Improvement Plan 2025-2026

### 2024-2025 School Climate Survey-Teacher

	State	Butts	HMS
<b>Leadership: Support and Communication</b>			
1. This year at this school, how well do school leaders follow through on addressing staff concerns? <i>(somewhat well to extremely well)</i>	88%	83%	98%
2. This year at this school, how supportive are school leaders of staff members? <i>(somewhat supportive to extremely supportive)</i>	91%	87%	98%
3. This year at this school, how manageable is the number of new initiatives? <i>(somewhat manageable to extremely manageable)</i>	82%	73%	94%
4. This year at this school, how available are school leaders during work hours when you have an immediate need? <i>(somewhat available to extremely available)</i>	91%	86%	98%
5. This year at this school, how comfortable do you feel communicating concerns with school leaders? <i>(somewhat comfortable to extremely comfortable)</i>	88%	84%	98%
6. This year at this school, how clear to you are the priorities in your school improvement plan? <i>(somewhat clear to extremely clear)</i>	93%	92%	98%
7. This year at this school, how often do your school leaders ensure staff meetings are a good use of time? <i>(sometimes to always)</i>	92%	88%	98%
8. This year at this school, how often do school leaders incorporate teacher input into decision-making? <i>(sometimes to always)</i>	87%	80%	98%
9. This year at this school, how well do school leaders communicate important information to teachers? <i>(somewhat well to extremely well)</i>	91%	86%	100%
10. This year at this school, how effective are school leaders at improving student achievement? <i>(somewhat effective to extremely effective)</i>	90%	89%	100%
11. This year at this school, how effective are school leaders at promoting positive student behavior? <i>(somewhat effective to extremely effective)</i>	87%	88%	100%
12. This year at this school, how much do school administrators positively influence the quality of your instruction? <i>(somewhat to completely)</i>	86%	81%	98%
13. This year at this school, how often do you receive actionable performance feedback from school leaders?	69%	61%	68%
<b>Leadership: Working Conditions</b>			
14. This year at this school, how satisfied are you with your job? <i>(somewhat satisfied to extremely satisfied)</i>	78%	84%	100%
15. This year at this school, how overwhelmed are you due to your job? <i>(somewhat overwhelmed to not overwhelmed)</i>	61%	62%	90%
16. This year, how often do you look forward to going to work? <i>(multiple times per month)</i>	89%	88%	98%
<b>Protected Time for Teachers</b>			
17. This year at this school, how often has your work been stressful? <i>(multiple times per month)</i>	38%	31%	50%
18. This year at this school, during work hours, how often do you have ADEQUATE time for collaborative planning?	85%	79%	98%
19. This year at this school, during work hours, how often do you have ADEQUATE time for individual planning for instruction?	87%	77%	92%
20. This year at this school, during work hours, how often do you have ADEQUATE time to deliver your planned instruction?	92%	92%	96%

21. This year at this school, during work hours, how often do you have ADEQUATE time for data analysis?	84%	85%	98%
22. This year at this school, during work hours, how often do you have ADEQUATE time for contacting families?	85%	83%	92%
<b>Professional Learning</b>			
<i>(sometimes to always)</i>	State	Butts	HMS
23. This year at this school, how often is your input used to plan professional learning?	67%	55%	70%
24. This year at this school, how often is the professional learning you receive helpful to your work?	82%	81%	92%
25. This year at this school, how often does your professional learning align with the school's improvement plan?	89%	87%	94%
26. This year at this school, how often does your professional learning include opportunities for dialogue with other teachers?	89%	89%	98%
<b>Teacher Collaboration</b>			
27. This year at this school, how well do teachers support each other? <i>(somewhat well to extremely well)</i>	94%	96%	98%
28. This year at this school, how often do collaborative meetings result in a shared workload? <i>(sometimes to always)</i>	82%	84%	92%
29. This year at this school, how often do collaborative meetings feel like a good use of time? <i>(sometimes to always)</i>	82%	81%	90%
30. This year at this school, how often is data used in collaborative meetings to MAKE INSTRUCTIONAL DECISIONS? <i>(multiple times per month)</i>	81%	85%	94%
31. This year at this school, how often do you look at data with other teachers to BETTER UNDERSTAND YOUR COLLECTIVE IMPACT on students? <i>(multiple times per month)</i>	79%	83%	94%
32. This year at this school, how often do you get to collaborate with other teachers in your subject area? <i>(multiple times per month)</i>	83%	82%	90%
<b>Teacher-Family Trust</b>			
33. This year at this school, how often do your students' families partner with you to ensure their children are successful? <i>(multiple times per month)</i>	65%	57%	72%
34. This year at this school, how often do families show interest in hearing what students are learning in class? <i>(multiple times per month)</i>	57%	55%	72%
35. This year at this school, how often do families respond when you attempt to contact them? <i>(sometimes to all the time)</i>	90%	90%	98%
36. This year at this school, how comfortable are you approaching families to share a concern? <i>(somewhat comfortable to extremely comfortable)</i>	92%	94%	94%
37. This year at this school, how much do you think families value your role as their child's teacher? <i>(somewhat to extremely)</i>	85%	90%	88%
<b>Community Partnership</b>			
<i>(somewhat well to extremely well)</i>	State	Butts	HMS
38. This year, how well does this school, partner with community organizations or businesses to support STUDENTS?	76%	73%	84%
39. This year, how well does this school, partner with community organizations or businesses to support FAMILIES?	74%	69%	78%

## Continuous School Improvement Plan 2025-2026

### Perception Data (School Climate Data)

40. This year, how well does this school, partner with community organizations or businesses to support TEACHERS and STAFF?	74%	70%	90%
<b>Safety</b>	<b>State</b>	<b>Butts</b>	<b>HMS</b>
41. This year at this school, how safe do you feel? <i>(somewhat safe to extremely safe)</i>	88%	95%	100%
42. This year at this school, how well do you know the right steps to follow in an emergency (such as a fire or tornado)? <i>(somewhat well to extremely well)</i>	98%	99%	100%
43. This year at this school, how well do you know the steps to follow in case of an intruder? <i>(somewhat well to extremely well)</i>	97%	98%	100%
44. This year at this school, how easy is it for someone to get into the building even if they are not authorized to be there? <i>(slightly easy to not easy)</i>	75%	90%	86%
<b>Physical Environment</b>	<b>State</b>	<b>Butts</b>	<b>HMS</b>
45. This year, how clean is this school? <i>(somewhat clean to extremely clean)</i>	86%	88%	98%
46. This year, how proud are you of the way this school looks? <i>(somewhat proud to extremely proud)</i>	86%	90%	100%
47. This year, how many teachers keep their classrooms neat and organized? <i>(most of the teachers to all of the teachers)</i>	76%	82%	94%
48. This year, how many things in this school (such as toilets, computers, chairs, lab equipment, gym equipment) are in good working condition? <i>(most things work to everything works)</i>	84%	89%	94%
49. This year at this school, how big of a problem is students being distracted by cell phones during classroom lessons? <i>(somewhat a problem to not a problem)</i>	72%	73%	98%

# Continuous School Improvement Plan 2025-2026

## Perception Data (School Climate Data)

SPED Survey



### 2024 Special Education Parent Survey Report Butts County(618) - Henderson Middle School(0100)

**Number of Respondents:** 28

**Total Satisfaction(M1 - M10):** 52.14 out of a possible 60. This score is in the middle 50% of schools.

		Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Not Applicable %	Mean
1	I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program.	0.00	0.00	0.00	25.00	21.43	53.57		5.29
2	Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.	0.00	0.00	0.00	25.00	14.29	60.71		5.36
3	My child's evaluation report and other written information are written in terms I understand.	0.00	0.00	0.00	25.00	10.71	64.29		5.39
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	0.00	0.00	0.00	21.43	10.71	67.86		5.46**
5	The school communicates regularly with me regarding my child's progress on IEP goals.	0.00	0.00	17.86	21.43	10.71	50.00		4.93*
6	Teachers are available to speak with me.	0.00	0.00	7.14	28.57	14.29	50.00		5.07
7	School offers parents a variety of ways to communicate with teachers.	0.00	0.00	3.57	28.57	10.71	57.14		5.21
8	Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0.00	0.00	3.57	25.00	14.29	57.14		5.25
9	The school gives parents the help they may need to play an active role in their child's education.	0.00	0.00	3.57	28.57	14.29	53.57		5.18
10	The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	0.00	0.00	7.14	28.57	7.14	42.86	14.29	5.00
11	We discussed whether my child needs assistive technology at the IEP meeting	0.00	0.00	0.00	25.93	22.22	51.85	0.00	5.26
12	We discussed whether my child needs accessible formats like braille, large print, auditory and electronic text at the IEP meeting	0.00	3.70	3.70	25.93	14.81	51.85	0.00	5.07

NOTE: \*\*the highest mean; \*the lowest mean

## Continuous School Improvement Plan 2025-2026

### Perception Data (School Climate Data)

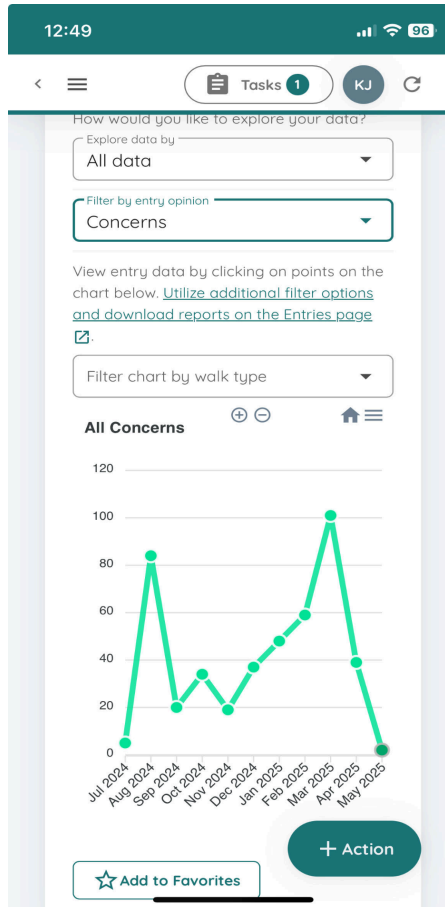
School and Facilities Data

Month	Inspection Score/Summary
December	Inspection conducted, but no score given
February 2025	74%
February 2025	83%
March 2025	88.37%

# Continuous School Improvement Plan 2025-2026

## Perception Data (School Climate Data)

Schooldog Safety Data



# Continuous School Improvement Plan 2025-2026

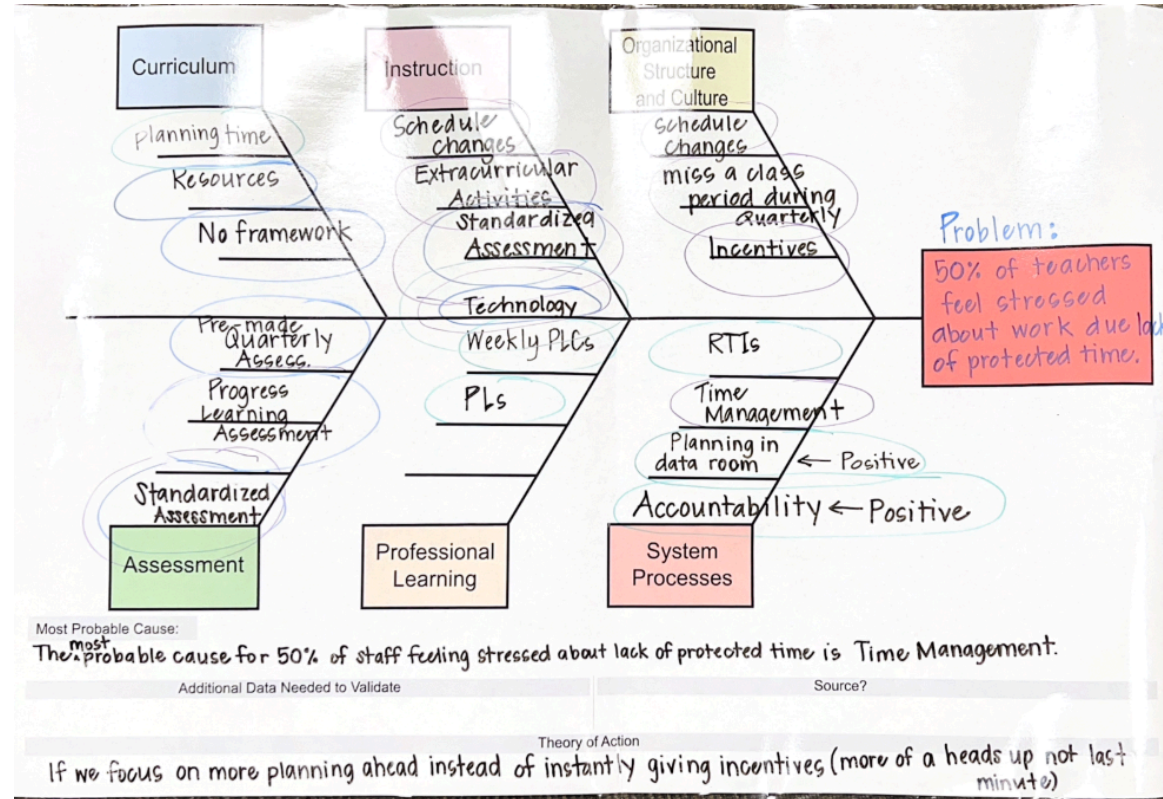
## Perception Data (School Climate Data)

Fishbone

Guiding Questions:

**What is the data telling us?** 50% of the staff feels stress about work due to lack of protected time.

**What trends and patterns are observed?** Time Management and last minute unplanned obligations that teachers have to complete immediately.



Theory of Action

## Continuous School Improvement Plan 2025-2026

### Perception Data (School Climate Data)

#### **Teachers**

If we prioritize advance planning and provide teachers with timely communication about upcoming incentives, initiatives, and expectations, then teachers will have the time and clarity needed to prepare effectively, and their stress levels will decrease as they feel more supported, organized, and in control of their classroom and time.)

#### **Staff**

If school leaders consistently communicate, include staff voice in decision-making, and align staff professional learning with improvement goals, then staff will feel more empowered, supported, and effective.

#### **Student**

If we continue to strengthen caring adult relationships while increasing support for student mental health, and addressing persistent concerns around bullying, then students will feel safer, more supported, and more connected to their learning and school community.

#### **Family**

If we maintain strong communication and welcoming practices while increasing the frequency of home-learning resources, improving school-wide response times, and reducing barriers for in-person family involvement, then families will feel more consistently supported, informed, and engaged in their child's education.

## Continuous School Improvement Plan 2025-2026

Observations																
TKES	Walkthrough #1				Formative #1				Formative #2				Summative			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Standard 1: Professional Knowledge	Did not observe					4%	90%	6%		6%	92%	2%		6%	92%	2%
Standard 2: Instructional Planning		14%	86%			2%	96%	2%		6%	92%	2%		8%	90%	2%
Standard 3: Instructional Strategies		6%	94%			4%	94%	2%		8%	92%			10%	90%	
Standard 4: Differentiated Instruction	2%	11%	87%		2%	6%	90%	2%		6%	94%			8%	92%	
Standard 5: Assessment Strategies		4%	96%				100%			2%	98%				100%	
Standard 6: Assessment Use	2%	8%	90%			8%	88%	4%		4%	96%			6%	94%	
Standard 7: Positive Learning Environment		10%	90%			14%	78%	8%		12%	76%	12%		10%	78%	12%
Standard 8: Academically Challenging Environment	9%	18%	73%			2%	98%			8%	90%	2%		10%	90%	
Standard 9: Professionalism	Did not observe					4%	86%	10%		2%	90%	8%			92%	8%
Standard 10: Communication	Did not observe					4%	88%	18%			90%	10%			90%	10%

## Continuous School Improvement Plan 2025-2026

Observations								
LKES	Formative #1				Summative			
	I	II	III	IV	I	II	III	IV
Performance Standard 1: Instructional Leadership			100%				100%	
Performance Standard 2: School Climate			100%				100%	
Performance Standard 3: Planning and Assessment			66%	33%			100%	
Performance Standard 4: Organizational Management			33%	66%			100%	
Performance Standard 5: Human Resources Management			66%	33%			100%	
Performance Standard 6: Teacher and Staff Evaluation			100%				100%	
Performance Standard 7: Professionalism			66%	33%			100%	

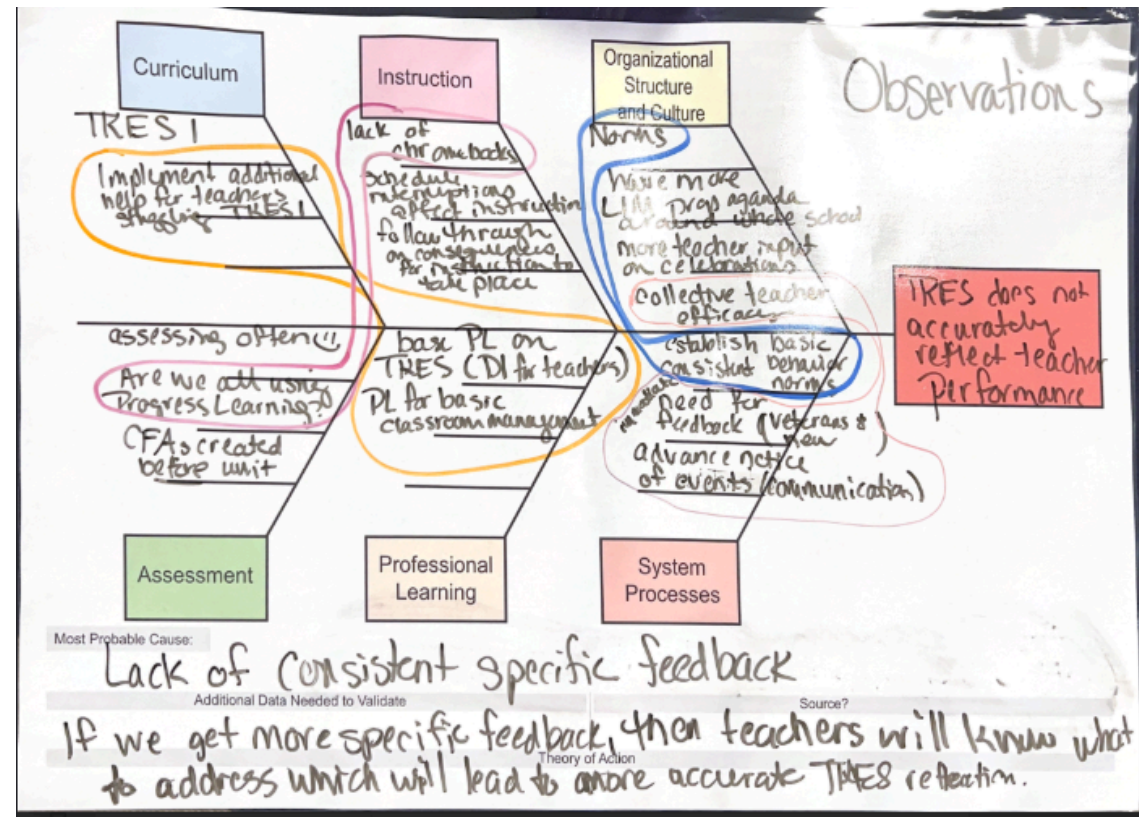
## Continuous School Improvement Plan 2025-2026

## Continuous School Improvement Plan 2025-2026

### Observations

Performance Standard 8: Communication and Community Relations			100%				100%	
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#### Fishbone



## Continuous School Improvement Plan 2025-2026

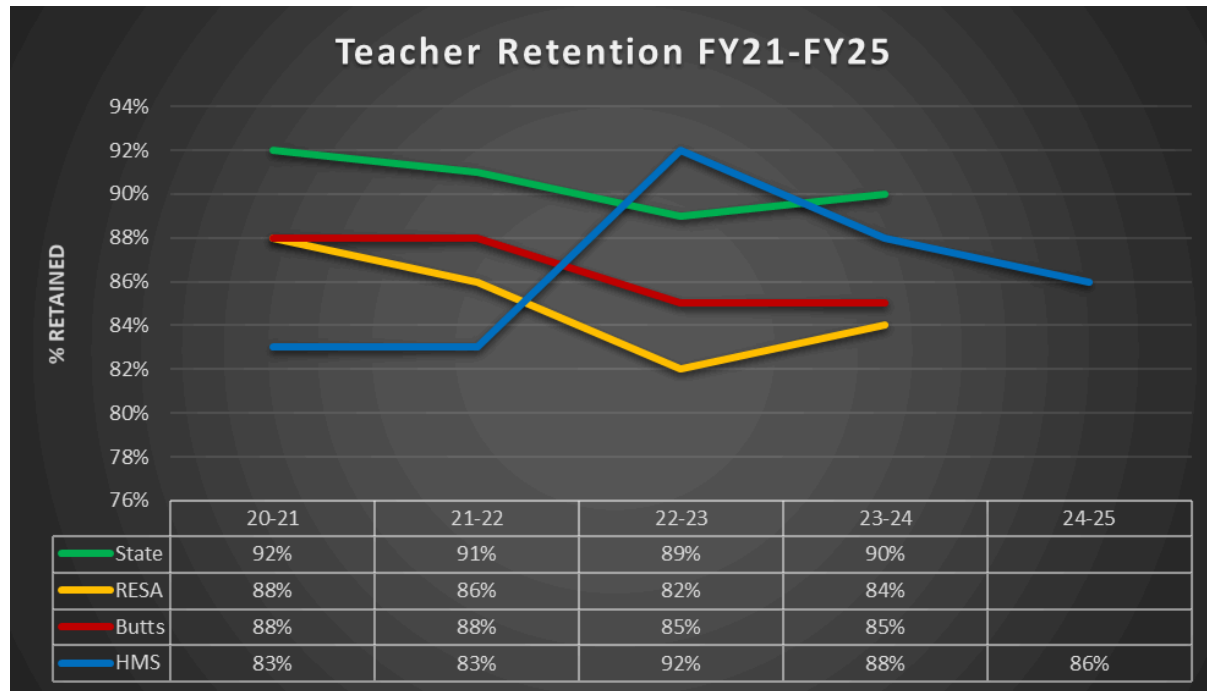
### Teacher Retention

% of teachers returning

20-21				21-22				22-23				23-24				24-25			
State	RESA	Butts	HMS	State	RESA	Butts	HMS	State	RESA	Butts	HMS	State	RESA	Butts	HMS	State	RESA	Butts	HMS
92%	88%	88%	83%	91%	86%	88%	83%	89%	82%	85%	92%	90%	84%	85%	88%				86%

# Continuous School Improvement Plan 2025-2026

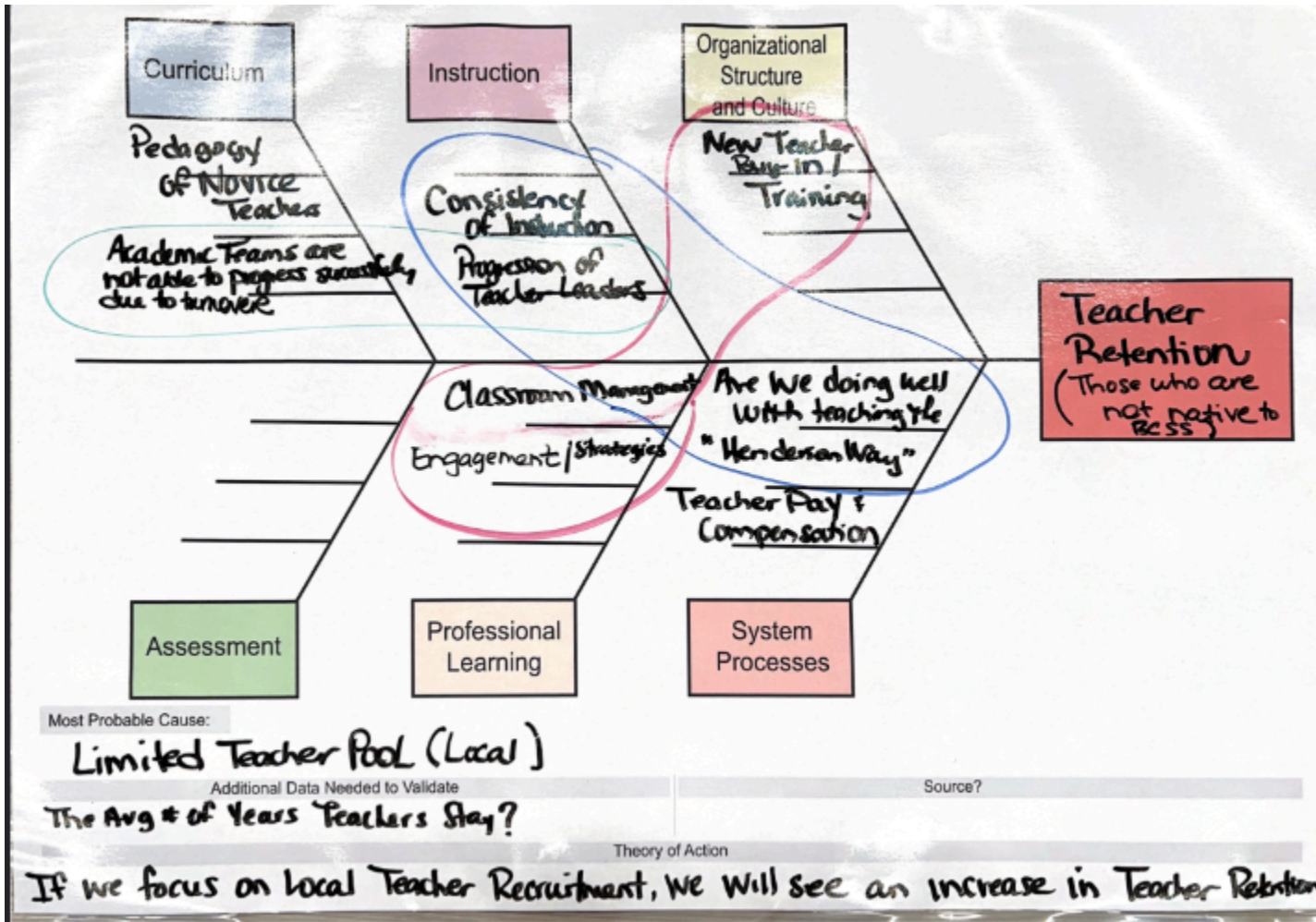
## Teacher Retention



Fishbone

# Continuous School Improvement Plan 2025-2026

## Teacher Retention



## Continuous School Improvement Plan 2025-2026

### Teacher Retention

Theory of Action

If we focus on local teacher recruitment, we will see an increase in teacher retention.

## Continuous School Improvement Plan 2025-2026

### Professional Learning

Number of out-of-county PL opportunities administrators participated in

#### # of In/Out of District PL-Administrators

	July 24		Aug. 24		Sept. 24		Oct. 24		Nov. 24		Dec. 24		Jan. 25		Feb. 25		Mar. 25		April 25		May 25		June 25		Total
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	
<b>Glass</b>						1												1						1	3
<b>Jenkins</b>		1				2		1		1				1		1		1							7
<b>Harris</b>		1								1														1	3
<b>Marlowe</b>				1				2						1		1		1						1	7
<b>Robinson</b>		1								1								1							3

## Continuous School Improvement Plan 2025-2026

### Professional Learning

Number of out-of-county PL opportunities did teachers participate in

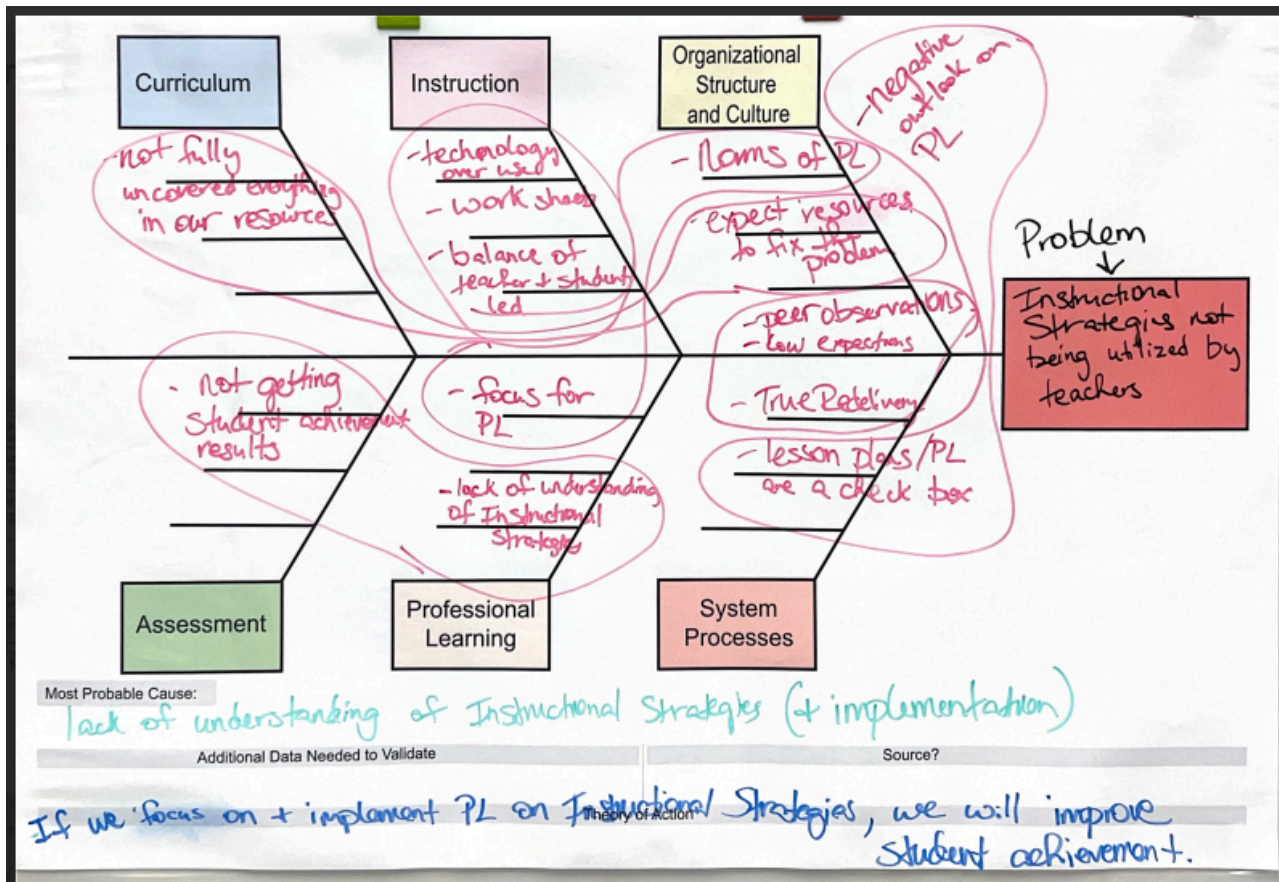
#### # of In/Out of District PL-Teachers

	July		Aug.		Sept.		Oct.		Nov.		Dec.		Jan.		Feb.		March		April		May		Total	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	In	Out
ELA			1	1	1	1		2					1						1				2	4
Math							1	1		1							1						1	2
Science		1			1		1							1									2	2
S. Studies								1															0	1
Connections						1				1				2				1					0	5
SPED			1	1	1							1											2	2
All Inst.	1		1				1				1												4	0
All SEL	1				1		1	1						1									2	2
NTO	1				1		1		1		1		1		1		1		1		1		10	0

# Continuous School Improvement Plan 2025-2026

## Professional Learning

Fishbone



Theory of Action

If we focus on and implement professional learning on instructional strategies, we will improve student achievement.

## Continuous School Improvement Plan 2025-2026

### Community Involvement

#### List School Council Members

Latara Miller, Kim Freshwater, Cheryl Travis-Jones, LaTonia Jenkins

#### Number/ List of events for parents

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Curriculum Night</li> <li>● Fall In Love With Reading</li> <li>● Literacy Night</li> </ul> | <ul style="list-style-type: none"> <li>● Rising 6th Graders Night</li> <li>● Testing Night</li> <li>● Parent-Teacher Conferences (2)</li> </ul> |
|---|---|

#### Number/ List of events for the community

- High School Musical Jr Production
- Charlie and the Chocolate Factory Production
- Dance Showcase- Q1 & Q3
- Fall Concert
- Christmas Concert
- Music In Our Schools Concert
- Musicpalooza
- Football Half-Time Show

#### Number/ List of events the school participated in the community

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Day of Service Cleanup</li> <li>● Butts Co. Life Team Back to School Event</li> <li>● Day of Service Cleanup</li> <li>● Mayor’s Book Club</li> <li>● Butts County Parks and Recreation Cheerleading Camp</li> <li>● Third Street Market</li> <li>● 34th Annual Indian Springs Native Peoples Festival</li> </ul> | <ul style="list-style-type: none"> <li>● Butts Co Recreation Movie in the Park</li> <li>● Stark Elem PTO Fall Festival</li> <li>● Stranger Things Con</li> <li>● Butts County Fall Festival</li> <li>● Student art show during the Music Fall Festival</li> <li>● Lighting of the Tree</li> <li>● Jackson Christmas Parade</li> </ul> |
|---|---|

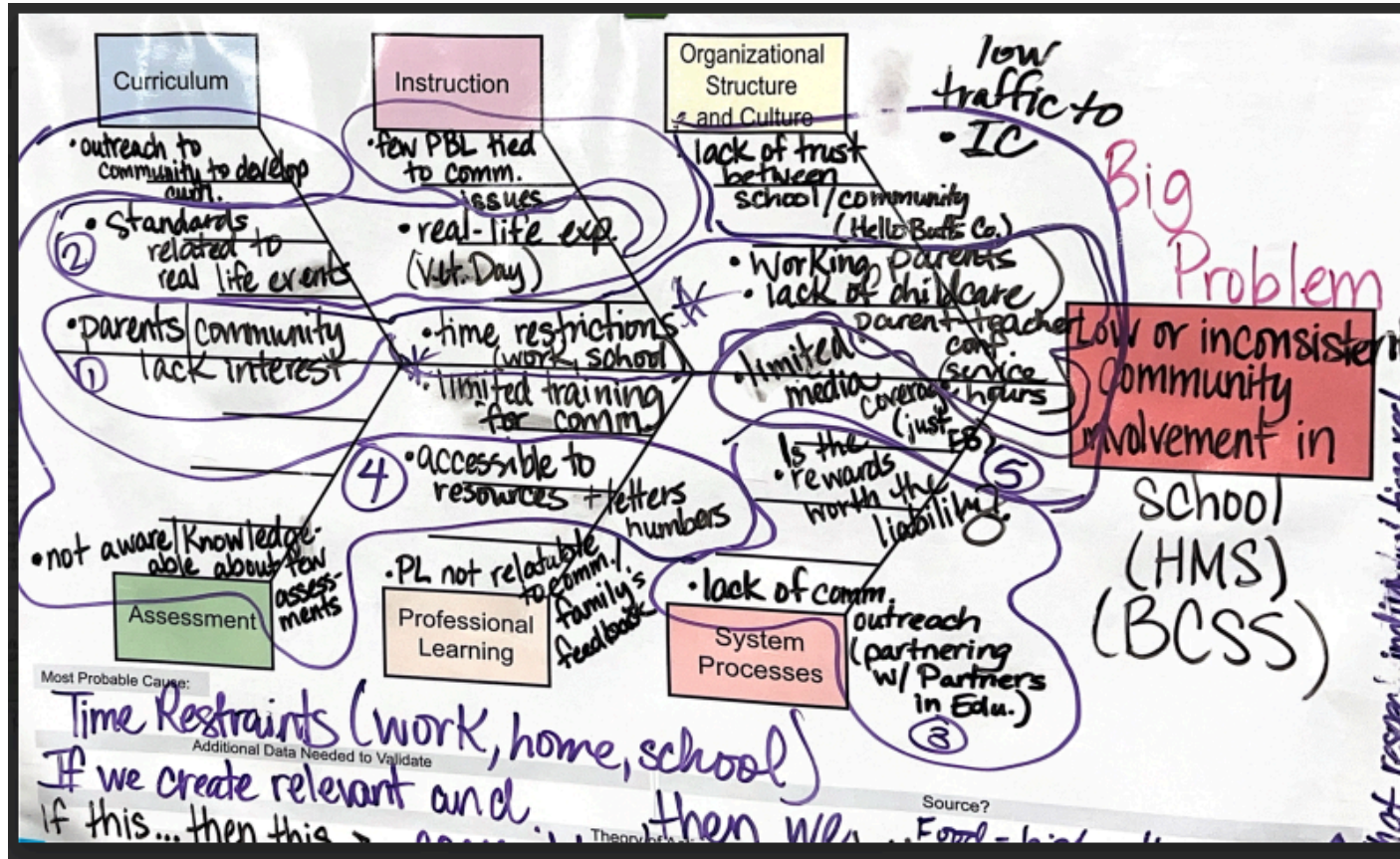
# Continuous School Improvement Plan 2025-2026

## Community Involvement

- Community Cleanup
- Yoga on the Lawn

- Grinch & Friends Holiday Party (Butts Co. Parks & Rec.)
- Night to Shine Jackson First Baptist Church

Fishbone



Theory of Action

## Continuous School Improvement Plan 2025-2026

### Community Involvement

If we create relevant and accessible community involvement opportunities, we will bridge the gap between school and community that respect individuals' time constraints.

#### Goal Area 1

#### Excellence in Student Achievement

Performance Objective: Ensure quality instruction for all students				
Initiative	Increase the percentage of students grades 3-8 that meet their Growth projection on MAP			
School SMART Goal:	<p>By the end of FY26 , there will be a 4% increase (2% by Winter; 2% by Spring) in the percentage of students in each cohort meeting their growth projection on the <b>Math</b> MAP (6th Grade–41%-45% ;7th Grade–54% to 58%; 8th Grade–53% to 57%).</p> <p>By the end of FY26 , there will be a 4% increase (2% by Winter; 2% by Spring) in the percentage of students in each cohort meeting their growth projection on the <b>ELA</b> MAP (6th Grade–60%-64% ;7th Grade–44% to 48%; 8th Grade–50% to 54%).</p>			
Data to support mastery	MAP Data–Student Growth Summary Report Khan Academy			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring (When / How will the Goal be monitored)	Evidence (Reviewed in October and March) Data to show proof of the effects of the Action Step
Use Khan Academy's connectivity with MAP to remediate specific learning gaps indicated by the MAP RIT scores.	- <b>Jenkins</b> -Content Teachers -SPED Teachers	June 2026	MAP Khan Academy	- <a href="#">MAP-Percentage of students meeting their growth goals</a>

## Continuous School Improvement Plan 2025-2026

			<a href="#">-Khan Academy Learning Paths Progress Report</a>
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Performance Objective: Ensure quality instruction for all students				
Initiative	Increase the percentage of students 3-8 demonstrating proficiency on Georgia Milestone EOG			
School SMART Goal:	By the end of FY26 , there will be a 3% increase in Content Mastery Weighted Scores in all content (ELA–52% to 55% ; Math–61.3% to 64.3% ; Science–61.2% to 64.2% ; Social Studies–50% to 53%).			
Data to support mastery	-CFA Data through Progress Learning -Walkthrough Data -Content Quarterly Data through Progress Learning -MAP Data–Projected Proficiency Summary Report, School Profile Data Report -GMAS Data -SAVVAS Writing -Khan Academy Writing			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Continue to Deconstruct Standards for improved shared understanding	-Kendra Jenkins <b>-Emily Wynn</b> -Content Teachers -SPED Teachers	June 2026	CFA Data in Progress Learning	-Lesson Plans -CFA -Quarterly <a href="#">-MAP Data</a> -Deconstructed Standards
Provide targeted PL on instructional strategies for strong Tier 1 Instruction	-Kendra Jenkins -Emily Wynn -Content Teachers -SPED Teachers	June 2026	Classroom Observations	-PL agenda and sign in sheets -Walkthrough Data
Provide PL on how to utilize the writing tools in Savvas and Khan Academy; use the writing tools to support writing instruction.	-Kendra Jenkins -Emily Wynn -Content Teachers -SPED Teachers	June 2026	Classroom Observations	-PL agenda and sign in sheets -Walkthrough Data

## Continuous School Improvement Plan 2025-2026

Performance Objective: Ensure quality instruction for all students				
Provide PL and monitor implementation of co-teachers and paraprofessionals consistently using the appropriate Coteach model	<ul style="list-style-type: none"> <li>-Suzan Harris</li> <li>-Kendra Jenkins</li> <li>-Emily Wynn</li> <li>-Content Teachers</li> <li>-Content &amp; SPED Chairs</li> <li>-SPED Teachers</li> <li>-Paraprofessionals</li> </ul>	June 2026	Classroom Observations	<ul style="list-style-type: none"> <li>-PL agenda and sign in sheets</li> <li>-Walkthrough Data</li> </ul>

Performance Objective: Ensure quality instruction for all students				
Initiative	Increase % of students grades 3-8 who score at or above grade level on the Lexile band according to EOG			
School SMART Goal:	By the end of FY26 , there will be a 3% increase in students (by cohort) who score at or above grade level on the Lexile band (6th Grade–67% to 70% ; 7th Grade 51.8% to 54.8%; 8th Grade 62.5% to 65.5%).			
Data to support mastery	<ul style="list-style-type: none"> <li>-MAP Data–Grade Breakdown Report</li> <li>-GMAS Data</li> </ul>			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Revise and ensure Media Center Protocols	<ul style="list-style-type: none"> <li>-Alison Williams</li> <li>-Literacy Committee</li> </ul>	June 2026	-Media Specialist Meetings	-Monthly Literacy Meeting agendas, sign in sheets, and minutes
Implement and lead PL on cross curricular Literacy Practices from the DOE	-Alison Williams	June 2026	-MAP	<ul style="list-style-type: none"> <li>-PL agenda and sign in sheets</li> <li>-Walkthroughs</li> </ul>

### Continuous School Improvement Plan 2025-2026

Partner with ELA teachers to create an HMS Reading Bowl to boost student engagement with texts	-Alison Williams	June 2026	-MAP	-Competition protocols and -Meeting agendas, sign in sheets, and minutes
Collaborate with all content teachers to co-design research projects using multimodal resources, emphasizing informational text comprehension and vocabulary.	-Alison Williams	June 2026	-Monthly Literacy Meetings	-Co-designed research projects (rubric, lesson plan, project details)
Collaborate with student leadership groups (Beta Club, Student Council, Sports Teams, etc.) to promote literacy on campus.	-Alison Williams	June 2026	-Student Leadership Meetings	-Literacy Promotional artifacts

## Continuous School Improvement Plan 2025-2026

Performance Objective: Ensure quality instruction for all students				
Initiative	Increase % of students that are earning accelerated credits			
School SMART Goal:	By the end of FY26 , there will be a 20% decrease (31% to 11 %) in the number of Young Scholars who are removed from the 9th Grade Literature due to their inability to meet and maintain the program requirements.			
Data to support mastery	-Grades 80% or higher			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Collaboration of middle school and high school teachers that teach like courses	-Kendra Jenkins -Emily Wynn -Teachers	June 2026	-Scheduled collaborative planning sessions	-Agenda, sign in, and minutes -Data sheets
Follow the RtI process for Talented and Gifted learners	-Kendra Jenkins -Scott Robinson -Bill Glass -Susan Caron -Teachers	June 2026	-RTI Meeting	-Continuation documentation for students who fall below an 80% average

## Continuous School Improvement Plan 2025-2026

Performance Objective: Data is used to make informed decisions				
Initiative	Increase the consistency of analyzing data across the system.			
School SMART Goal:	100% of instructional staff will be able to use data, relevant to their instruction, to help guide their instructional decision-making.			
Data to support mastery	Data Sheets			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Provide professional learning on how to interpret and use data from our instructional data sources	-Suzan Harris -Kendra Jennkins -Emily Marlowe -Content Chairs -Teachers	June 2026	-Attendance to PLCs and PL	-Agenda, sign in, and minutes -Data sheets

## Continuous School Improvement Plan 2025-2026

Performance Objective: Frequent monitoring and shared accountability to support all students				
Initiative	Increase the monitoring of all subgroups and accountability for all sub-groups success.			
School SMART Goal:	100% of instructional staff will be able to use data, relevant to their content, to help guide their instructional decision-making for students who fall within a subgroup..			
Data to support mastery	Data Sheets			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Analyze subgroup data on CFAs, Quarterly Assessments, MAP, etc. throughout the school year to guide instruction	-Suzan Harris -Kendra Jenkins -Emily Marlowe -Content Chairs -Teachers	June 2026	-Attendance to PLCs and PL	-Agenda, sign in, and minutes

## Continuous School Improvement Plan 2025-2026

### Goal Area 2

#### Excellence in our BCSS Team

Performance Objective: Recruit and retain quality employees				
Initiative	Retain highly qualified effective teachers and staff			
School SMART Goal:	<p>-By the end of FY26, we will decrease the percentage of teachers who experienced stress at work multiple times per month from 50% to 40% as indicated by the Teacher and Staff School Climate Survey.</p> <p>-By the end of FY26, we will increase the percentage of teachers who perceive that they have received actionable performance feedback from school leaders from 68% to 71% as indicated by the Teacher School Climate Survey..</p>			
Data to support mastery	<p>-Walkthrough Data</p> <p>-Feedback meetings</p> <p>-School Climate Survey</p>			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Expand staff recognition and appreciation programs	-Suzan Harris <b>-Alisha Hall</b>	June 2026	-Survey Data	-Monthly announcements of TOTM, SPOTM -Weekly announcements of Top Tiger
Create leadership opportunities beyond the building leadership team	-Suzan Harris <b>-Kendra Jenkins</b> -Scott Robinson -Bill Glass	June 2026	-Survey Data	-Meeting agendas, minutes, and sign-in sheets for meetings being led by non-admin team members, etc.
Each instructional staff member (teachers and paras) will participate in at least one coaching cycle per month outside of the TKES process.	-Suzan Harris -Kendra Jenkins -Scott Robinson -Bill Glass <b>-Emily Wynn</b>	June 2026	-Survey Data -Observation Data -Feedback	-Coaching cycle schedule and sign-in sheet

## Continuous School Improvement Plan 2025-2026

Performance Objective: Invest in professional growth				
Initiative	Implement opportunities to build capacity in staff members			
School SMART Goal:	By the end of FY26, 100% of staff members will have the opportunity to communicate their PL needs, participate in their requested PL (in alignment with the SIP), and give feedback on the PL.			
Data to support mastery	<ul style="list-style-type: none"> <li>-Kick Up</li> <li>-TKES</li> <li>-Walkthroughs</li> </ul>			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Use surveys to assess the effectiveness of PL	<ul style="list-style-type: none"> <li>-Suzan Harris</li> <li>-Kendra Jenkins</li> <li><b>-Emily Wynn</b></li> </ul>	June 2026	-Kick Up	<ul style="list-style-type: none"> <li>-Kick Up Surveys</li> <li>-PL Feedback surveys</li> </ul>
Admin will use discipline and instructional data (assessment and observations) to provide timely feedback and interventions for struggling teachers	<ul style="list-style-type: none"> <li><b>-Suzan Harris</b></li> <li><b>-Kendra Jenkins</b></li> <li><b>-Scott Robinson</b></li> <li><b>-Bill Glass</b></li> <li>-Emily Wynn</li> </ul>	June 2026	-Classroom Observations	-Coaching schedule and sign in sheet
Create a coaching cycle for current and potential building leaders	<ul style="list-style-type: none"> <li>-Suzan Harris</li> <li>-Kendra Jenkins</li> <li>-Scott Robinson</li> <li>-Bill Glass</li> <li>-Emily Wynn</li> <li>-Content Chairs</li> </ul>	June 2026	-Classroom Observations	-Coaching schedule and sign in sheet

## Continuous School Improvement Plan 2025-2026

Goal Area 3

Excellence in Operations

Performance Objective: Ensure a safe and well-maintained facility for all stakeholders				
Initiative	Schools and facilities will have technology that provides for better learning experiences, safety monitoring, and appropriate infrastructure for accessibility.			
School SMART Goal:	-Decrease the number of chromebooks sent for repairs by 10% month to month -Decrease the number of Lightspeed human reviews by _____ from _____ to _____			
Data to support mastery	-Chromebook repair tickets -Completed lessons -Lightspeed high alert			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Provide quarterly training for students on the care of a chromebook	<b>-Technology Specialist</b>	June 2026	-Attendance Checkoff	-Lesson Schedule -Student sign offs
Provide quarterly training for students on Digital Citizenship	<b>-Alison Williams -Fatima Leggett</b>	June 2026	-Lesson Plans	-Lesson schedule -Student sign offs
Implement a behavior plan specific to the usage and care of student chromebooks and other instructional technology used by students	-6th Grade-Jenkins -7th Grade-Robinson -8th Grade-Bill Glass	June 2026	-Data feedback	-Behavior plan -HMS Chromebook care agreement

## Continuous School Improvement Plan 2025-2026

Performance Objective: Ensure a safe well-maintained facility for all stakeholders				
Initiative	Monitor and improve safety, cleanliness, and overall appearance of facilities.			
School SMART Goal:	-Increase our Southern Cleaning Inspection score from an average of 82% to 90% and above for each month. -Decrease the number of Schooldog Concern entries by 10% month to month			
Data to support mastery	-Southern Cleaning Inspection Report -Schooldog Monthly Reports			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Administer monthly cleaning surveys to staff for their input on the cleanliness of the building	<b>Bill Glass</b>	June 2026	-Monthly feedback surveys	-Feedback -Survey Data
Each admin will do weekly inspections of their area with the lead custodian and provide feedback for improvement	6th Grade-Jenkins 7th Grade-Robinson <b>8th Grade-Bill Glass</b> Conn.-Harris	June 2026	-Weekly walkthroughs	-Feedback -Survey Data
Utilize Schooldog Concern entries to give timely feedback toward school safety	6th Grade-Jenkins 7th Grade-Robinson <b>8th Grade-Bill Glass</b> Conn.-Harris	June 2026	-Schooldog entries	-Schooldog reports

## Continuous School Improvement Plan 2025-2026

### Goal Area 4

#### Excellence in Culture and Climate

Performance Objective: Intentionally build authentic, positive relationships with all stakeholders				
Initiative	Improve relationships and interactions with stakeholders			
School SMART Goal:	-By the end of FY26, HMS will increase the number of business partners from 0 to 5. -Increase the percentage of parents who reported entering HMS on multiple occasions per month from 65% to 75% as indicated on the 2024-2025 Family School Climate Survey.			
Data to support mastery	-Family School Climate Survey -Number of partnerships			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Build relationships with community partners	-Suzan Harris -Emily Wynn	June 2026	-Meetings	-Signed MOUs -Meeting agendas and minutes
Connections teachers will bring in community partners (2 per quarter) who are relevant to their content	-Connections Teachers	June 2026	-Visit schedules	-Visit schedules -Lesson plans
Increase opportunities (with varying times of day) for stakeholders and parents to enter the building	-Emily Wynn -Fatima Leggett -Lauren Rankin	June 2026	-Survey Data	-Meeting agendas and minutes
Partner with PTO president to promote parent involvement	-Suzan Harris -Emily Wynn -Fatima Leggett -Lauren Rankin	June 2026	-School Climate Survey-Parents	-Survey results

## Continuous School Improvement Plan 2025-2026

Performance Objective: Create an “Everyone can be a Leader” mentality across the district				
Initiative	BCSS will use the Sean Covey, “Leader In Me” framework to drive a change in mindset across the district			
School SMART Goal:	-Decrease the number of occurrences of Repeat Offenses by 10% from 131 to 118 -Increase the score for Interpersonal Development from satisfactory-78% to Effective 81% as indicated on the Leader In Me MRA Survey.			
Data to support mastery	-LIM MRA -Decrease in the number of ODRs for Repeat offenses -LIM implementation walkthrough/checks			
January Update				
June	Met	Not Met		
Action Steps	Person Responsible	Timeline for implementation	Monitoring	Evidence (Reviewed in October and March)
Introduce students to the 7 Habits and Leader In Me	-Counselors -Lighthouse Team Members -Admin -HR Teachers	June 2026	-Weekly Lessons Teacher/Student Data Conferences	-Student Leadership Notebooks
Introduce parents to the 7 Habits and Leader In Me	-Title I Coordinator -Counselors -Admin	June 2026	-Monthly parent meetings	-Meeting agendas and minutes
Each homeroom will create opportunities for all students to lead within the building	-Lighthouse Team Members -HR Teachers	June 2026	-Schoolwide checks for LIM implementation	-LIM MRA -LIM implementation walkthrough/checks
Train teachers (how to support students in goal setting and tracking) and train students on the goal setting and goal tracking process.	-Admin -Lighthouse Team Members -HR teachers	June 2026	-HR meetings	-LIM MRA -Meeting Agendas

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<b>Title 1 School-wide Components</b>		
<b>Comprehensive Needs Assessment – Section 1114(b)(1)(A)</b>	Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.	<b>School Evidence:</b>
<b>Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)</b>	<p>Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:</p> <ul style="list-style-type: none"> <li><b>a).</b> Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards;</li> <li><b>b).</b> use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;</li> <li><b>c).</b> address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include -               <ul style="list-style-type: none"> <li><b>i).</b> counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas;</li> <li><b>ii).</b> preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to</li> </ul> </li> </ul>	<b>School Evidence:</b>

## Continuous School Improvement Plan 2025-2026

	<p>coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools;</p> <p><b>iii).</b> implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p><b>iv).</b> professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;</p> <p><b>v).</b> strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	
<p><b>Evaluation of the Schoolwide Plan—34 CFR § 200.26</b></p>	<p><b>a).</b> Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.</p> <p><b>b).</b> Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.</p> <p><b>c).</b> Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program.</p>	<p><b>School Evidence:</b></p>

## Continuous School Improvement Plan 2025-2026

<p><b>ESSA Requirements to Include in the Schoolwide Plan-</b> Section 1116 (b)(1)</p>	<p>Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p>	<p><b>School Evidence:</b></p>
<p><b>Schoolwide Plan Development–</b> Section 1114(2)(B) (i-iv)</p>	<p><b>a).</b> Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;</p> <p><b>b)</b> Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.</p> <p><b>c).</b> Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.</p> <p><b>d).</b> Is available to the local education agency, parents, and the public, and the information contained in such plan</p>	<p><b>School Evidence:</b></p>

### Continuous School Improvement Plan 2025-2026

	<p>shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p> <p><b>e).</b> Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111 (d), if appropriate and applicable.</p>	
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## Continuous School Improvement Plan 2025-2026

PLC Three-Year Plan			
	2024-2025	2025-2026	2026-2027
<p><b>Question 1: What do we want our students to learn? (Prioritized standards)</b></p>	<p>Begin “Unwrapping” Standards (5 Step Process/Solution Tree.com) (<i>product</i>)</p> <p>Focused Weekly PLC meetings</p> <p>Grade content teams will establish SMART Goals (<i>product</i>)</p>	<p>Begin Establishing Priority Standards</p>	<p>Continue, Review, and update Priority Standards</p>
<p><b>Question 2: How do we know students learned it? (Assessments)</b></p>	<p>Common Assessments- review and update (<i>product</i>)</p> <p>Timely Data Analysis Bi-Weekly and Quarterly</p> <p>Student Goal Setting and Data Tracking (<i>product</i>)</p> <p>Identification of student <i>product</i></p>	<p>Common Gradebooks</p> <p>Consistency in Grading/Rubrics</p> <p>PLC Products</p>	<p>Uniting PLC’s</p>

### Continuous School Improvement Plan 2025-2026

<p><b>Question 3: What do we do when students do not learn it? (Remediation)</b></p>	<p>Begin Revising teacher instructional practices, grading, reassessment, etc.</p>	<p>Focus on Tier 2 School Wide Interventions (Reteach and Retest)</p> <p>Begin Creating School Wide Interventions for Tier 4</p>	<p>Continue to focus on Q3 and Q4</p>
<p><b>Question 4: What do we do when students learn it? (Acceleration)</b></p>	<p>Identification of students <i>product</i></p> <p>Students begin previewing upcoming content</p> <p>Students participate in DOK 4 activities (enrichment/extension)</p> <p>Begin looking at vertical alignment</p>	<p>Cross Curricular integration</p> <p>Implementation of true vertical alignment</p>	<p>Continue to focus on Q3 and Q4</p>