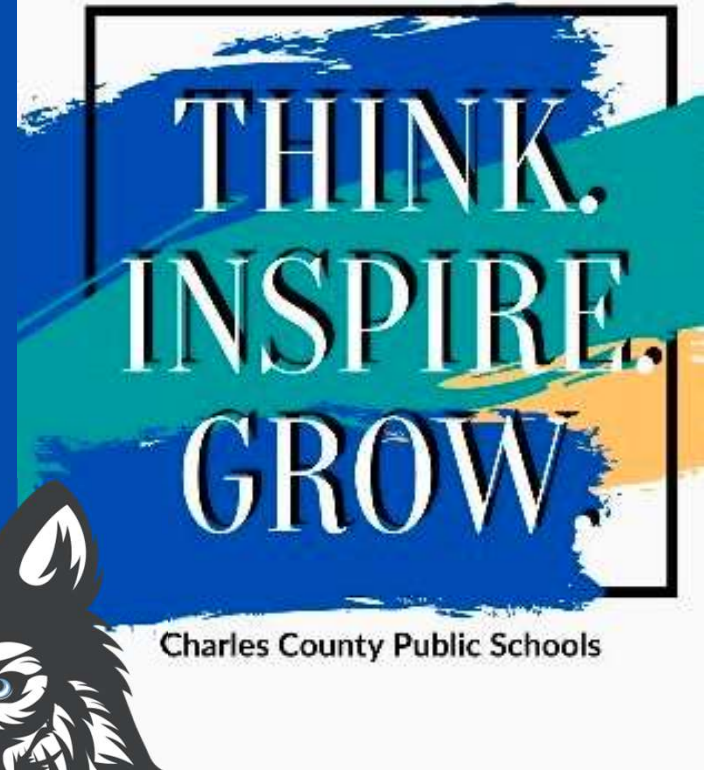
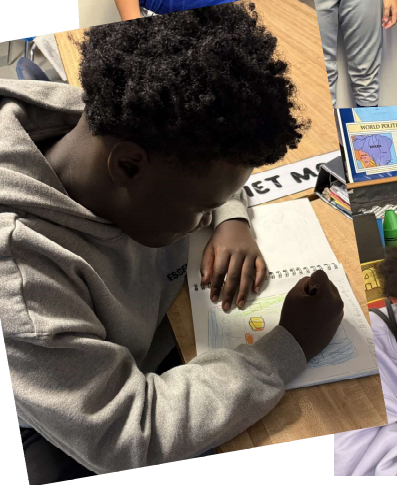


Charles County
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School Improvement Plan
Cycle 1

Matthew Henson
Middle School



Home of the Huskies

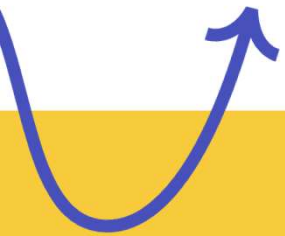


PRIDE – SPIRIT - COMMITMENT



Why Continuous School Improvement

- ✓ School Improvement is the blueprint schools use to guide decision – making to impact important markers of successful schools - student achievement, absenteeism, teacher retention and development, school climate and culture, parental involvement, resource allocations, and systems and structures (Grissom, Egalite, & Lindsay, 2021).
- ✓ Each school develops a School Improvement Plan (SIP). The SIP identifies priority goals, instructional and culture strategies, and supports schools will implement to raise student achievement and prepare students for college and career pathways.
- ✓ This work starts at the elementary school and continues through high school.



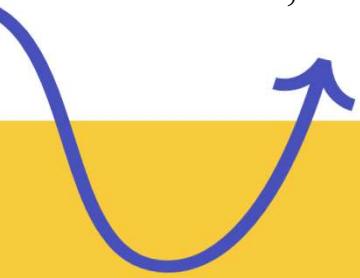
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Why Continuous School Improvement

Continuous improvement is based upon three core principles:

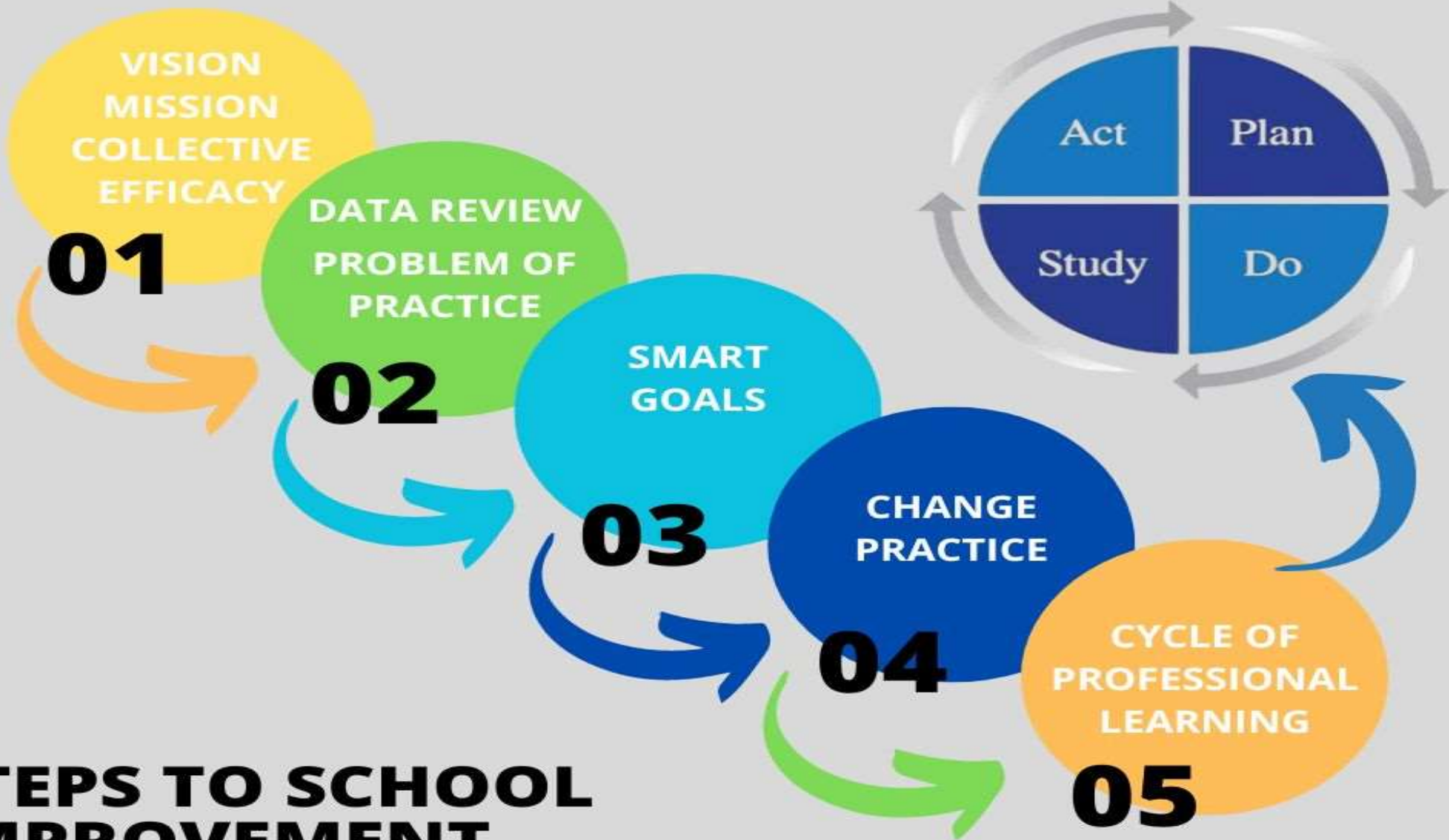
- ✓ Change takes time and involves collective effort (Bryk et al., 2015; Katz, Earl, & Jaafar, 2009).
- ✓ Change is context-specific and therefore requires constant adaptation, data collection, and learning (Bryk et al., 2015).
- ✓ Focusing on a series of small changes, combined with ongoing evidence collection and review, can lead to large-scale change (Derrick-Mills, Sandstrom, Pettijohn, Fyffe, & Koulish, 2014; Hawley, 2006; Park, Hironaka, Carver, & Nordstrum, 2013; Snow, Dismuke, Zenkert, & Loffer, 2017).



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STEPS TO SCHOOL IMPROVEMENT



Insert School Name

Vision, Mission, Collective Efficacy Statements

Vision: Our vision is to prepare each student to learn, grow and thrive in today's global society as we provide various opportunities for academic and personal success.

Mission: Our mission at Matthew Henson Middle School is to encourage academic excellence for all students by providing a safe, supportive, and orderly school environment.

Collective Efficacy Statement: Through the continuous school improvement process, Matthew Henson Middle School will focus on our values of pride, spirit and commitment and how they support quality teaching and learning.



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Area of Focus

Dear Matthew Henson Middle School Families,

At MHMS, we are committed to ensuring every student receives the support and instruction they need to thrive academically and personally. As part of our ongoing efforts to strengthen student achievement, we are excited to share several school-wide initiatives designed to enhance learning experiences and outcomes for all students.

This year, we are focusing on building strong academic habits and fostering collaborative teaching practices. Our students will be using a school-wide agenda and binder system to help them stay organized and take ownership of their learning. In addition, students will engage in goal-setting activities to encourage reflection, motivation, and personal growth.

To support these efforts, our teachers are working together more closely than ever. Weekly collaborative planning sessions and lesson overview documents will ensure consistency and clarity in instruction across all classrooms. We are also implementing a school-wide strategy known as PLT (Professional Learning Team), which emphasizes the use of high-leverage questions to promote deeper thinking and engagement. We believe these changes will create a more focused, supportive, and enriching learning environment for our students. Thank you for being a vital part of our school community. Together, we will continue to grow and succeed.

Thank you in advance for support in your child's education,

The MHMS Staff

Data Summary

Data Reviewed: Spring 25 MCAP Assessments in ELA and Math iReady 24-25 scores in Reading and Math

There is a lot academic growth being made by students; however, it is still below grade level.

There is still many students scoring 2 or below on the MCAP.

There are many students scoring below grade level on iReady.

Growth is occurring through the school year on iReady. Reducing red scores and growing green scores.

Math is performing significantly lower than ELA across all grade levels.



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School Problem of Practice & Smart Goals

ELA Smart Goal

- Students will increase in proficiency on the ELA MCAP by 5% for Spring 2026.

Mathematics Smart Goal

- Students will increase in proficiency on the Math MCAP by 5% for Spring 2026.



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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

- Schoolwide binders and agenda
- Collaborative Planning with SBL and Higher-Level Questioning focus
- Weekly Overviews

Cycle of Professional Learning # 1 Overview

Using the “plan” and “study” portions of collaborative planning, teachers will create lessons and classroom routines that utilize the organizational structure established with the binders and agendas. Similarly, they will use the resources within the agenda to help students be reflective in their learning. This will create structures and encourage student ownership and personal responsibility. It will also create a means of communication between school and home. Cross curricular organizational expectations will help foster high-quality instruction.

Within teachers’ collaborative planning meetings they will create common weekly overviews with a focus on the school wide PLT strategies, standards based learning, and higher lever questioning.

Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Standards based instruction	More ownership in their learning
Well organized and developed lessons	Better academic organization
Rigorous Classroom Instruction	Increased classroom engagement
Higher level questioning	Deeper understanding of concepts
Lesson Reflections and Discussion in Collaborative Planning Meetings	Goal Setting and Learning Reflection

Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

Charles County
Public Schools
Culture & Climate Cycle 1

Matthew Henson
Middle School



THINK.
INSPIRE.
GROW.

Charles County Public Schools

Culture & Climate Overview

Data Overview

Students late to class are missing vital instruction that sets the stage for the learning to take place during that class. 4618 Tardies marked for the 24-25 school year; averaging 26 tardies per day.
Period 1: 944, Period 2: 777, Period 3: 1736, Period 4: 1161
Quarter 1: 1006, Quarter 2: 790, Quarter 3: 1088, Quarter 4: 1734

Culture & Climate Area of Focus

Connection to Academics:
Students that only had 0-5 tardies for the entire year had an average GPA of 3.10. Students with 6 or more tardies throughout the school year had an average of 2.70 GPA. Students with 15 or more tardies had an average GPA of 2.53
Students with 0-5 tardies for the entire year earned on average 20.5 points more on their Reading iReady assessment and 10.7 points more on the Math iReady assessment than students with 6 or more tardies.
Students with 0-5 tardies for the entire year earned on average 12 points more on their Reading MCAP assessment and 10 points more on the Math MCAP assessment than students with 6 or more tardies.

Smart Goal

By June 2026, Henson will decrease student tardies between blocks 2-4 by 5% as measure by daily student attendance.

Action Steps	
1	Staff Hallway Duty – Assigned Locations
2	Student Incentives
3	Parent Information Newsletter
4	Student Check-Ins
5	Bi-Weekly Data Analysis
6	Hall Sweeps



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Culture & Climate Cycle 1: Outcomes

Cycle Areas of Growth	Cycle Celebrations

Next Steps

- Insert next steps based upon the findings

THANK
YOU FOR
REVIEWING
OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .
We Appreciate Your Partnership!