

Madison Metropolitan School District



Henderson Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Henderson Elementary is a school rich in diversity and offers an array of programming options and services. This includes both English Language Instruction and Dual-Language Immersion Instruction strands, Special Education/Deaf/Hard of Hearing Programming, and 4K programming. Drawing its students from multiple neighborhoods, Henderson staff seek to meet the needs of the whole child through attention to academic and social-emotional learning. Staff are organized in teams to plan and problem solve together. Working together with the families it serves, Henderson Elementary School's goal is to support student growth that enables them to develop a strong foundation on their way to college, career, and community.

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Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of three years, we will have increased our students' literacy proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Literacy instruction includes: a Daily literacy block that meets instructional minute requirements
b Literacy instruction follows the scope and sequence c Total participation techniques d Unpacking learning target with checks for understanding (indicators 4B-4D) e Meaning making and academic language use through protocols f Student discourse (indicators 5E-5F)

Strategy 2

"Staff will co-plan to internalize modules in EL/Units in Benchmark by: (a) Pre-reading texts (b) Backmapping end of Unit tasks and assessments to ensure teaching of essential skills (c) As needed, design scaffolds that provide access to grade level content

Strategy 3

"Staff will implement small group lessons using curricular resources with integrity (explicit, clear, correct) for independent and collaborative work by: (a) collecting and analyzing student work data quarterly (b) using data to implement microphase aligned instruction in small groups in K-2 (c) using data to differentiate small group instruction in 3-5 (d) aligning independent work to targeted skills"

Strategy 4

"K-2: Staff will implement Word Recognition/ Foundational Skills whole group grade level lessons by: (a) following the scope and sequence (b) using total participation techniques and instructional practices (c) using checks for understanding aligned to the learning target (indicators 4B-4D). "

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Strategy 1

Teachers implement grade level standards math curriculum with integrity by: (a) Focusing on whole group instructions with a focus on core instructional practices (b) Unpacking learning target (c) Checks for understanding aligned to learning target (indicators 4B-4D) (d) Meaning making through use of protocols (e) Student to student discourse

Goal 2

The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of three years, we will have increased our students' attendance rate of 90% or higher by 15 percentage points.

Evaluation Data Source: Percent of students with 90% or higher attendance rate.

Strategy 1

Attendance: Staff will regularly monitor attendance data and determine appropriate tiered support for students. Student support team, staff and administrators will develop the continuum of tiered supports to make it more robust.

Strategy 2

Culture and Climate: All staff will engage in schoolwide universal practices to create safe, equitable, loving, structured learning environments engaged in rigorous learning. School will foster a sense of belonging of students by addressing academic and social emotional needs.

Strategy 3

Family Engagement: School will provide honest, clear and frequent communication to families about learning to build trust and engage in meaningful partnerships to support students. School will foster a sense of belonging by hosting quarterly opportunities for families to engage in the Henderson community.

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of three years, we will have increased our African American students' literacy proficiency by 15 percentage points. as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Literacy instruction includes: a Daily literacy block that meets instructional minute requirements
b Literacy instruction follows the scope and sequence
c Total participation techniques
d Unpacking learning target with checks for understanding (indicators 4B-4D)
e Meaning making and academic language use through protocols
f Student discourse (indicators 5E-5F)

Strategy 2

"Staff will implement small group lessons using curricular resources with integrity (explicit, clear, correct) for independent and collaborative work by: (a) collecting and analyzing student work data quarterly (b) using data to implement microphase aligned instruction in small groups in K-2 (c) using data to differentiate small group instruction in 3-5 (d) aligning independent work to targeted skills"

Performance Objective 2

By the end of three years, we will have increased our African American students' math proficiency by 15 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teachers implement grade level standards math curriculum with integrity by: (a) Focusing on whole group instructions with a focus on core instructional practices (b) Unpacking learning target (c) Checks for understanding aligned to learning target (indicators 4B-4D) (d) Meaning making through use of protocols (e) Student to student discourse To align with Goal 3, staff will analyze data with specific attention to data of students in focus groups.

Performance Objective 3

By the end of three years, we will have increased our African American students' attendance rate of 90% or higher by 25 percentage points.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

Attendance: Staff will regularly monitor attendance data and determine appropriate tiered support for students. Student support team, staff and administrators will develop the continuum of tiered supports to make it more robust.

Strategy 2

Culture and Climate: All staff will engage in schoolwide universal practices to create safe, equitable, loving, structured learning environments engaged in rigorous learning. School will foster a sense of belonging of students by addressing academic and social emotional needs. Data will be utilized to provide targeted support to Black/African American students who need additional supports to engage in academic and social emotional learning.