



Comprehensive Needs Assessment (CNA)
Continuous School Improvement Plan (CSIP)
2026-2027

Continuous School Improvement Plan 2026-2027

Comprehensive Needs Assessment

What is a Comprehensive Needs Assessment?

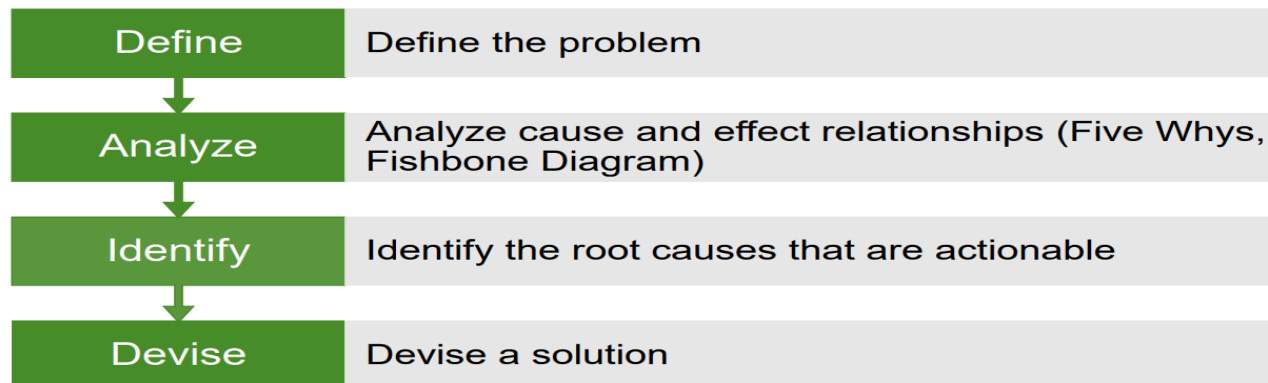
A “need” is a discrepancy or gap between “what is” and “what should be.”

- A “needs assessment” is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action.
- In the real world, there is never enough money to meet all needs. Needs assessments are conducted to help program planners identify and select the right job before doing the job right.

A needs assessment is the first step in developing a school improvement plan. It is a process of looking at data and information about the school to develop a clear picture and understanding of what is and has been occurring at the school. A needs assessment is a process to help school teams learn about the areas in which they are doing well (strengths) and the areas in need of improving (opportunities)

Root Cause Analysis

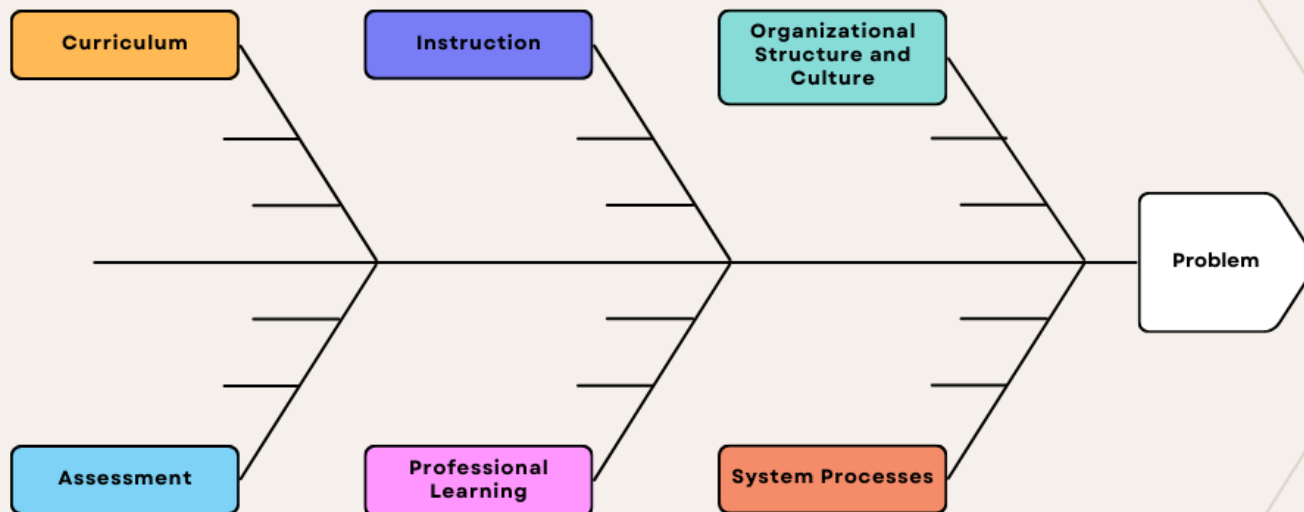
Root cause analysis (RCA) is a tool used to identify the real cause of a problem. It is the process of defining, understanding, and solving a problem. A root cause should be foundational, actionable, wide-reaching, and alterable.



This is the Fish Bone Template that needs to be used for ALL sections of the Comprehensive Needs Assessment(CNA). **PRINT**

Continuous School Improvement Plan 2026-2027

ON THE POSTER PRINTER and put a PICTURE of the fishbone in the section.



Continuous School Improvement Plan 2026-2027

Team Members	Name and Role				
School Administrators	Dr. Suzan Harris-Principal Kendra Jenkins-AP Scott Robinson-AP Bill Glass-AP				
Teachers: (include subgroup)	6th Grade Melissa Campbell LaBreeska Long	7th Grade Alishia Hall Angelica Price Vivian Alewine Ashley Pierce Anna Irvin	8th Grade Shaquille Zellner Saleha Ahmed Brittany Duke Amy Beasley Leigh Anne Cook Barbara Martin Alicia Gentle Crystal McGaha Tracie Miles	Connections Ryan Rigsby Brain Brannock Kyle Kersey Tina Kerlin Elrica Henderson Joshua Smith	Support Staff Fatima Leggett Kasity Bailey Alison Williams Amy Matthews Shelby Nichols Jahte John Emily Wynn
Parents: (not employees of the school)					
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.

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.

Continuous School Improvement Plan 2026-2027

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 2026-2027

Data Analysis

- Media Center
- Read 180
- MAP
- Progress Learning
- GA Milestones

ELA and Reading Lagging Data Analysis FY 25 Data

GA Milestones FY25

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
ALL STUDENTS 97.09% Participation Rate	32.58%	33.99%	26.49%	6.94%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 96.31% Participation Rate	43.75%	31.70%	21.43%	3.13%
HISPANIC 96.36% Participation Rate	29.79%	36.17%	27.66%	6.38%
MULTI-RACIAL 91.11% Participation Rate	27.50%	47.50%	25.00%	0.00%
WHITE 98.26% Participation Rate	27.34%	33.85%	29.17%	9.64%
ECONOMICALLY DISADVANTAGED 97.09% Participation Rate	32.58%	33.99%	26.49%	6.94%
ENGLISH LEARNERS 100.00% Participation Rate	43.75%	31.25%	25.00%	0.00%
STUDENTS WITH DISABILITY 98.75% Participation Rate	67.53%	23.38%	1.30%	7.79%

ACHIEVEMENT LEVELS

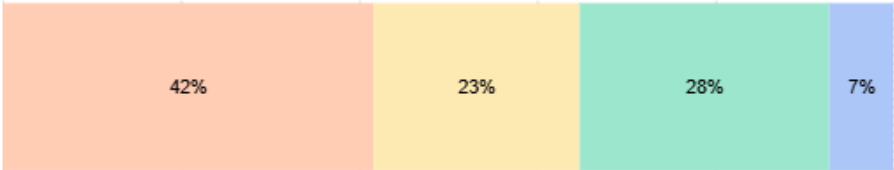
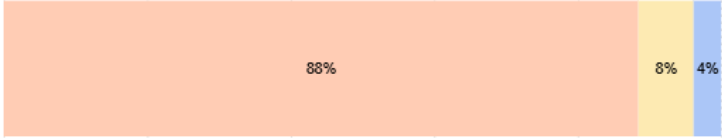
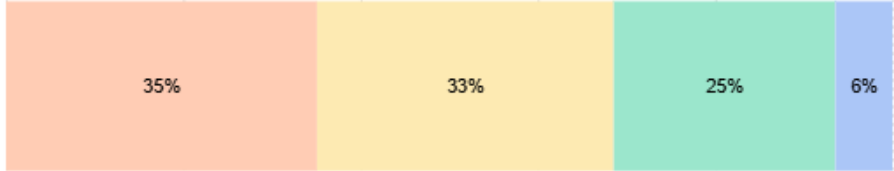
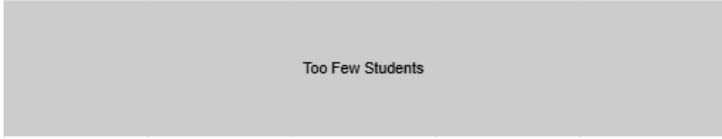
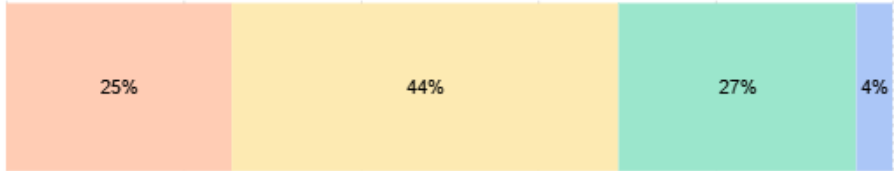
SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS 97.09% Participation Rate	53.90	57.70	🚩
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 96.31% Participation Rate	41.98	46.11	🚩
HISPANIC 96.36% Participation Rate	55.32	64.47	🚩
MULTI-RACIAL 91.11% Participation Rate	46.75	48.73	🚩
WHITE 98.26% Participation Rate	60.56	64.54	🚩
ECONOMICALLY DISADVANTAGED 97.09% Participation Rate	53.90	57.70	🚩
ENGLISH LEARNERS 100.00% Participation Rate	40.63	Too Few Students	
STUDENTS WITH DISABILITY 98.75% Participation Rate	24.68	36.24	🚩

Continuous School Improvement Plan 2026-2027

Data Analysis

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- Progress Learning
- GA Milestones

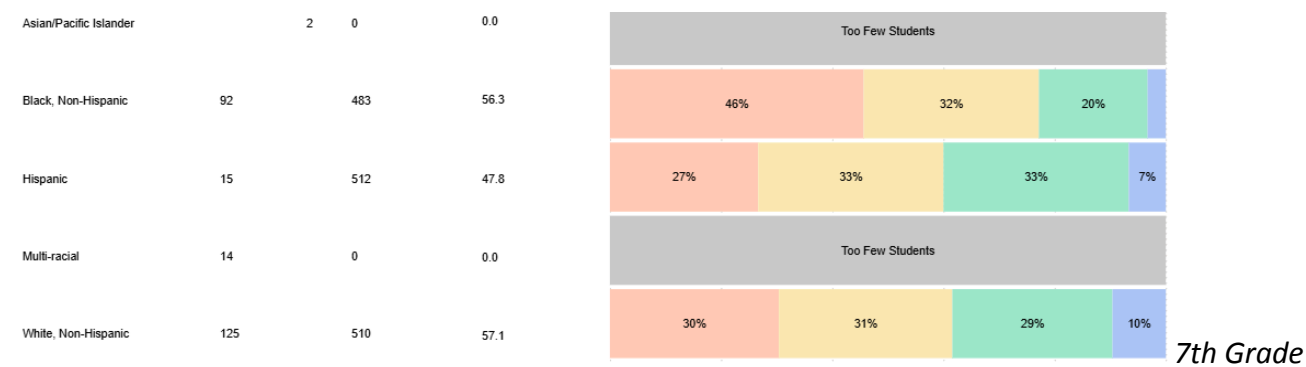
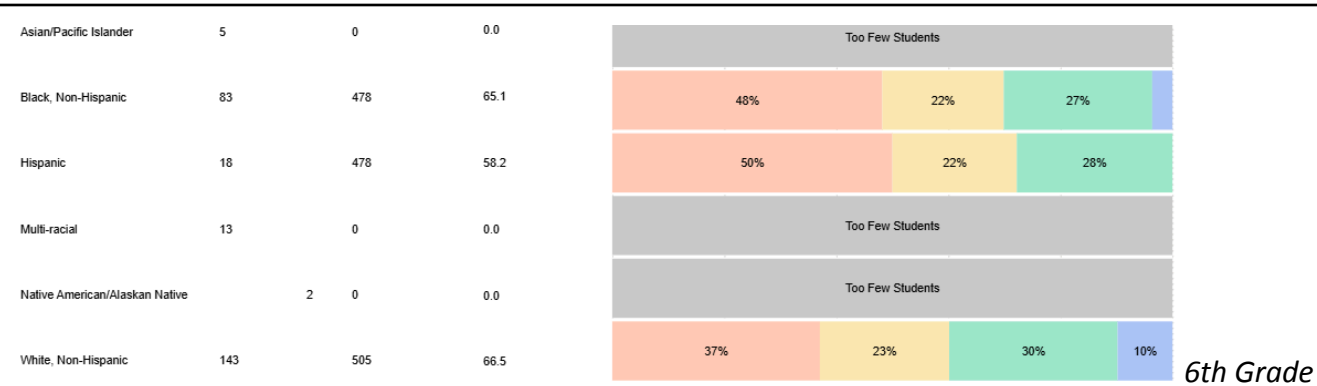
GA Milestones Achievement Level	GA Milestones Achievement Level-Students with Disabilities
 42% 23% 28% 7% <i>6th Grade</i>	 88% 8% 4%
 35% 33% 25% 6% <i>7th Grade</i>	 Too Few Students
 25% 44% 27% 4% <i>8th Grade</i>	 70% 25% 5%

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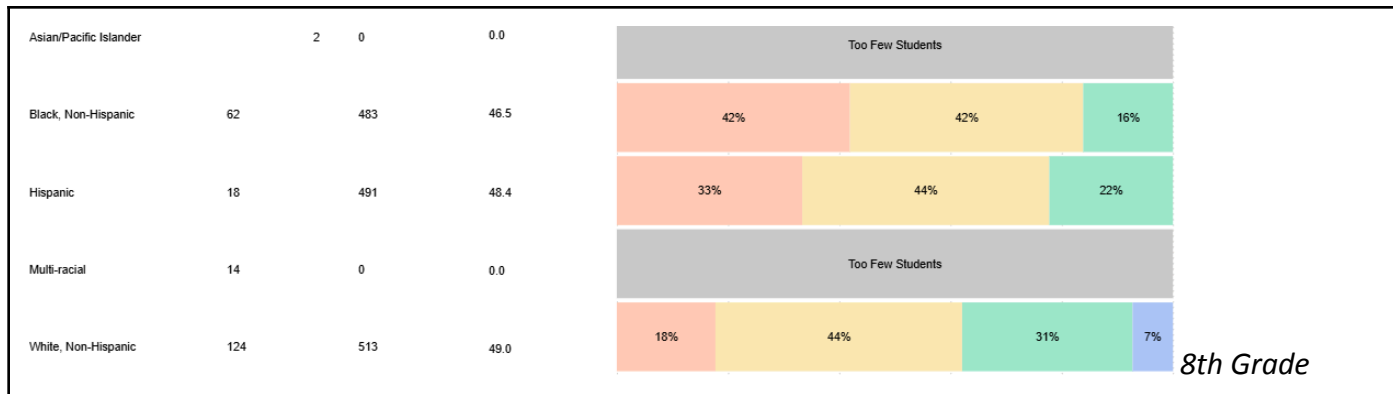
GA Milestones Achievement Level-Race/Ethnicity



Continuous School Improvement Plan 2026-2027

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Grade Level Reading Performance	Grade Level Reading Performance-Race/Ethnicity		
48% 52% <i>6th Grade</i>	Black, Non-Hispanic	83	55% 45%
	Hispanic	18	67% 33%
	Multi-racial	13	Too Few Students
	Native American/Alaskan Native	2	Too Few Students
	White, Non-Hispanic	143	43% 57%
38% 63% <i>7th Grade</i>	Black, Non-Hispanic	92	45% 55%
	Hispanic	15	27% 73%
	Multi-racial	14	Too Few Students
	White, Non-Hispanic	125	34% 66%

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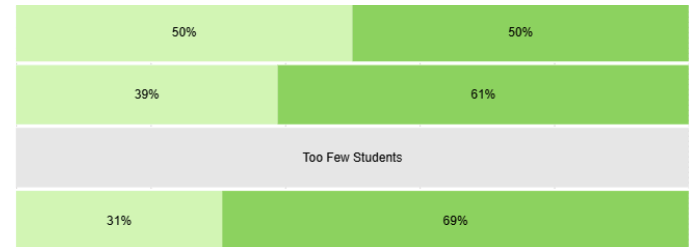
Data Analysis

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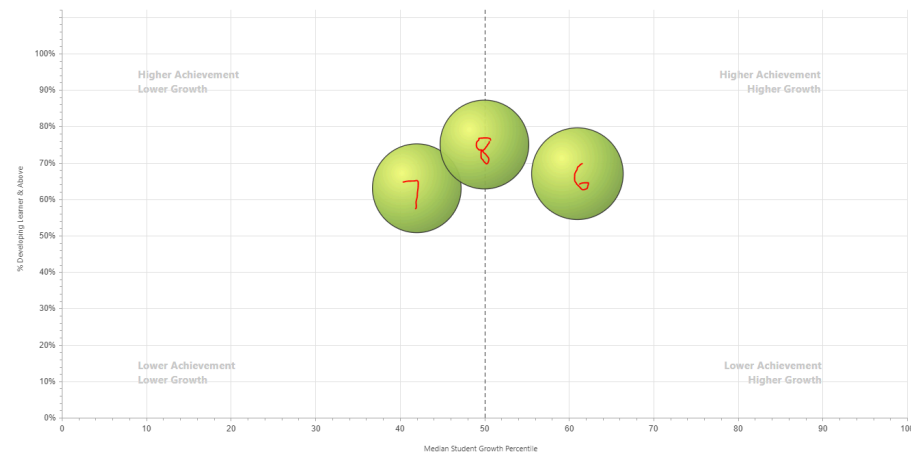


8th Grade

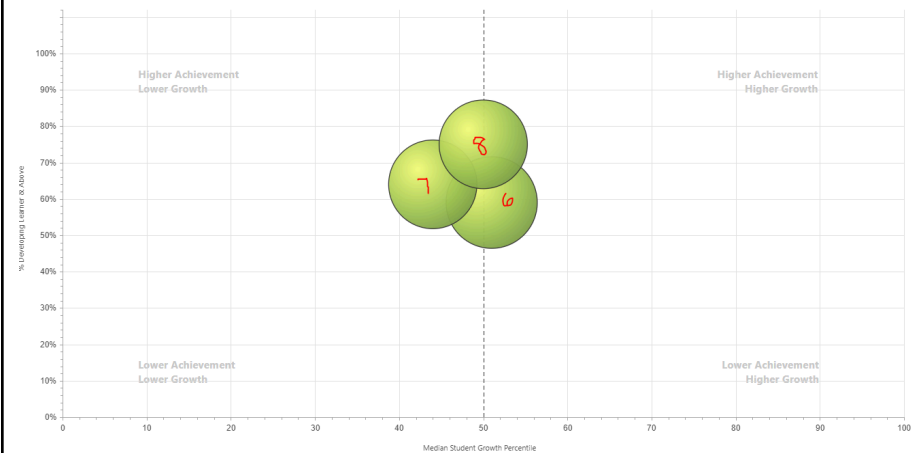
Black, Non-Hispanic	62
Hispanic	18
Multi-racial	14
White, Non-Hispanic	124



ELA Student Growth Model for 6th-8th Grades



FY24



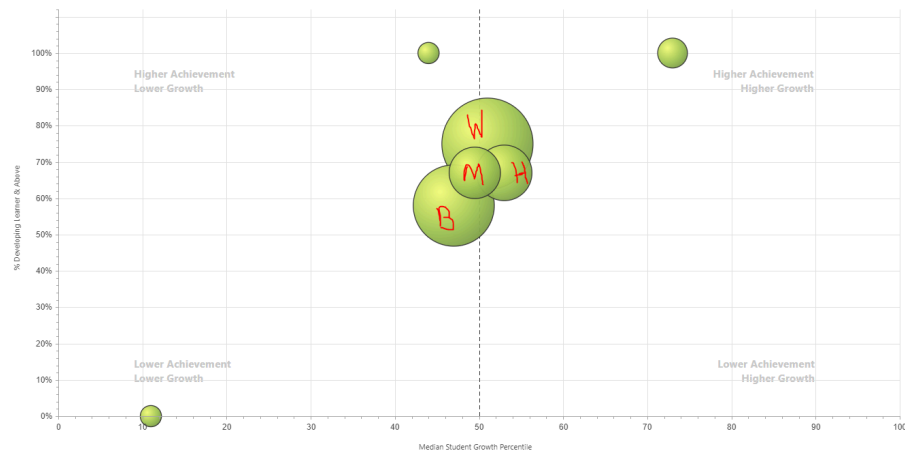
FY25

Continuous School Improvement Plan 2026-2027

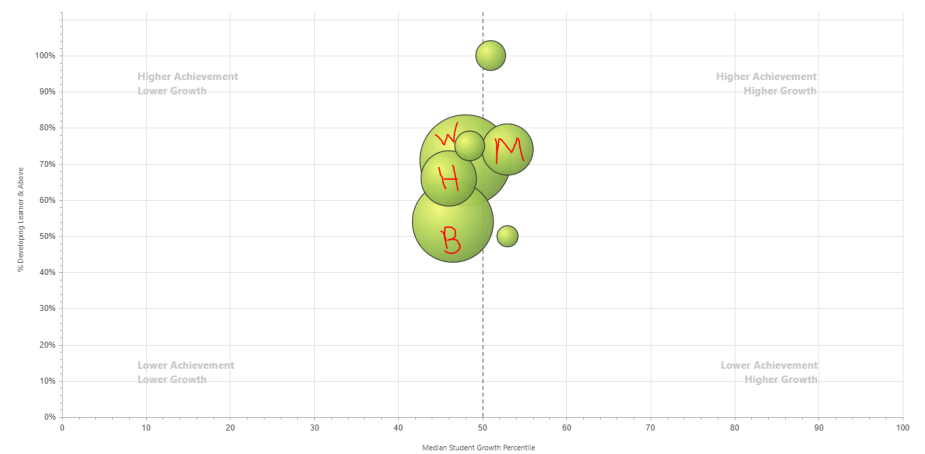
Data Analysis

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ELA Student Growth Model by Race/Ethnicity



FY24



FY25

Continuous School Improvement Plan 2026-2027

Data Analysis

- Media Center
- Read 180
- MAP
- Progress Learning
- GA Milestones

ELA and Reading Leading Data FY 26 Data

FY 26 MAP Data

ELA MAP Achievement: Fall 2025

Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	229	76	33.2%	90	39.3%	56	24.5%	7	3.1%
7	259	85	32.8%	110	42.5%	51	19.7%	13	5.0%
8	252	56	22.2%	96	38.1%	82	32.5%	18	7.1%
Total	740	217	29.3%	296	40.0%	189	25.5%	38	5.1%

ELA MAP Achievement: Winter 2025

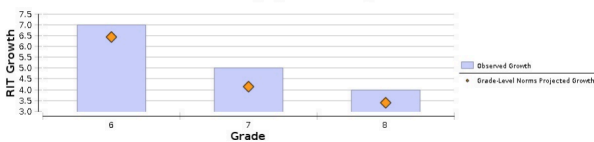
Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	236	65	27.5%	86	36.4%	77	32.6%	8	3.4%
7	255	73	28.6%	95	37.3%	72	28.2%	15	5.9%
8	255	32	12.5%	114	44.7%	86	33.7%	23	9.0%
Total	746	170	22.8%	295	39.5%	235	31.5%	46	6.2%

ELA MAP Achievement: Spring 2026

Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	236	67	28.4%	88	37.3%	71	30.1%	10	4.2%
7	258	80	31.0%	103	39.9%	63	24.4%	12	4.7%
8	253	38	15.0%	119	47.0%	81	32.0%	15	5.9%
Total	747	185	24.8%	310	41.5%	215	28.8%	37	5.0%

MAP Growth: Fall 24-Fall 25

Language Arts: Reading



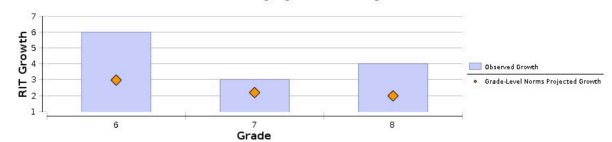
MAP Growth: Fall 25-Winter 25

Language Arts: Reading



MAP Growth: Fall 25-Spring 26

Language Arts: Reading



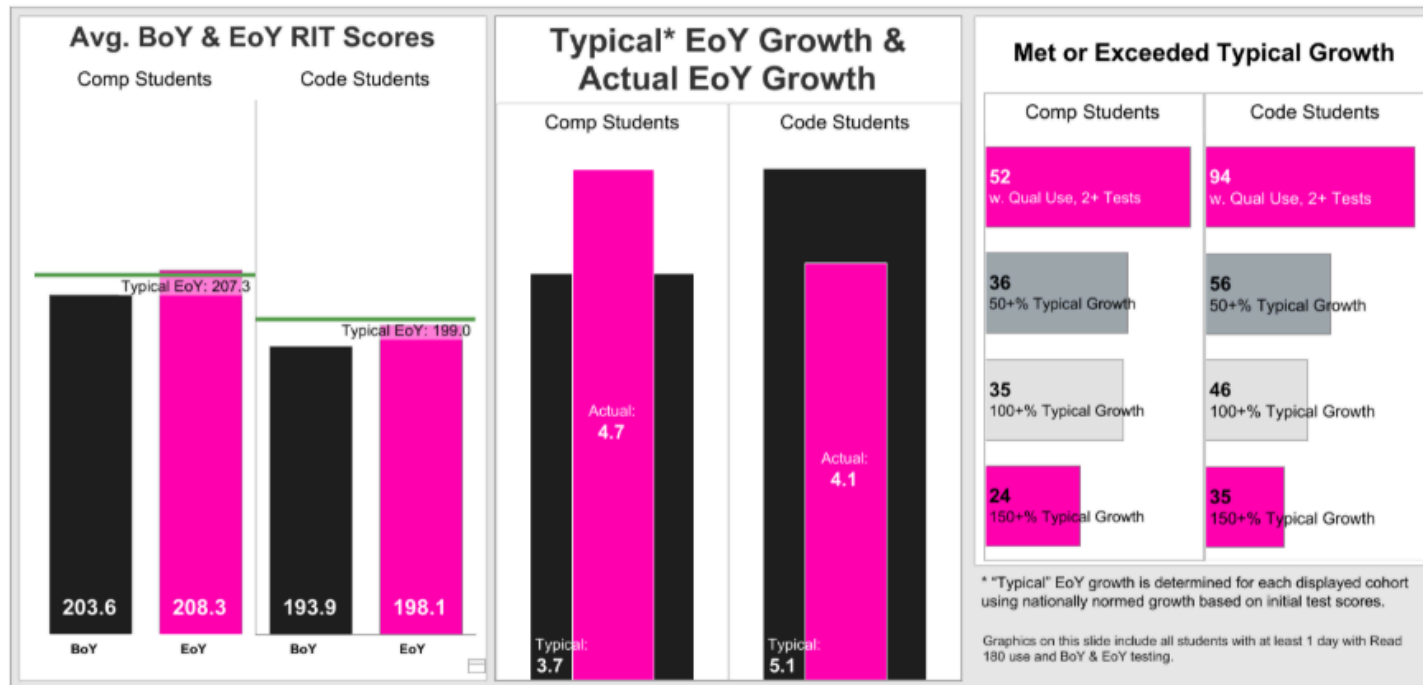
Continuous School Improvement Plan 2026-2027

Data Analysis

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Read 180

Growth Overview: Comp & Code Students



Continuous School Improvement Plan 2026-2027

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- GA Milestones

Growth & Goals by Grade

How Does Actual RIT Score Growth Compare to Typical Growth?



Continuous School Improvement Plan 2026-2027

Data Analysis

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- Progress Learning
- GA Milestones

FY 26 Progress Learning Data-Quarterlies/Unit Assessments

6th Grade ELA Q1

School	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕
			Assessment - OWCULGEDB ✓	Context (Interpreting Texts) ✓	(6.T.C.2.a) Perspectives	(6.T.C.2.c) Text Development	Structure and Style (Interpreting Texts)	(6.T.SS.2.a) Figurative Language	Techniques (Interpreting Texts) ✓	(6.T.T.1.a) Narrative Techniques	(6.T.T.1.c) Multiple Themes	(6.T.T.1.d) Compare and Contrast Literar...	Grammar Conventions (Constructing i...	(6.L.GC.1) Grammar, Usage, & Mechanics	Vocabulary (Interpreting Texts) ✓	(6-8.L.V.1.a) Vocabulary	(6-8.L.V.2.a) Etymology	(6-8.L.V.3.d) Reference Materials
Henderson Middle School		54	52	51	54	55	55	57	51	49	66	62	35	35	69	78	67	66

6th Grade ELA Q2

Continuous School Improvement Plan 2026-2027

Data Analysis

- IXL
- MAP

Math Lagging Data Analysis FY 25 Data

GA Milestones FY25

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
ALL STUDENTS 97.09% Participation Rate	22.80%	38.53%	25.92%	12.75%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 96.31% Participation Rate	34.82%	41.96%	17.41%	5.80%
HISPANIC 96.36% Participation Rate	14.89%	40.43%	27.66%	17.02%
MULTI-RACIAL 91.11% Participation Rate	25.00%	40.00%	22.50%	12.50%
WHITE 98.26% Participation Rate	16.67%	36.72%	30.73%	15.89%
ECONOMICALLY DISADVANTAGED 97.09% Participation Rate	22.80%	38.53%	25.92%	12.75%
ENGLISH LEARNERS 100.00% Participation Rate	25.00%	50.00%	25.00%	0.00%
STUDENTS WITH DISABILITY 98.75% Participation Rate	51.95%	35.06%	5.19%	7.79%

ACHIEVEMENT LEVELS

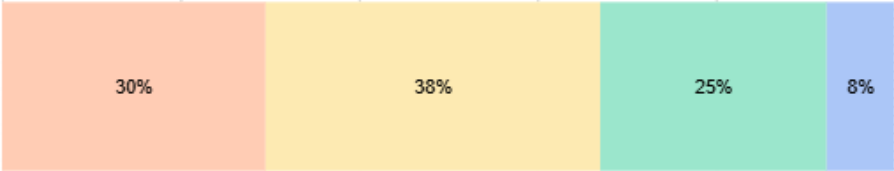
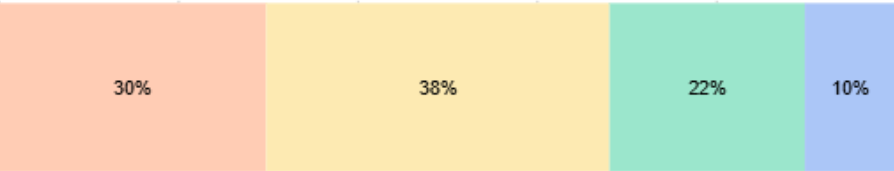
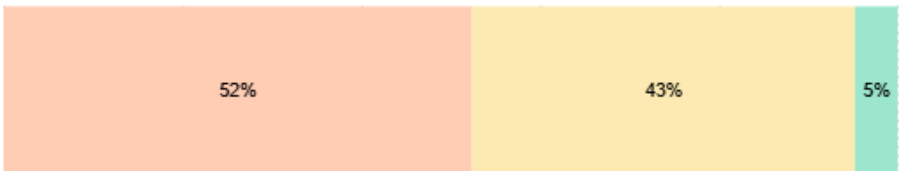
SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS 97.09% Participation Rate	64.32	55.51	
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 96.31% Participation Rate	47.09	43.19	
HISPANIC 96.36% Participation Rate	73.41	65.22	
MULTI-RACIAL 91.11% Participation Rate	58.74	38.19	
WHITE 98.26% Participation Rate	72.93	63.40	
ECONOMICALLY DISADVANTAGED 97.09% Participation Rate	64.32	55.51	
ENGLISH LEARNERS 100.00% Participation Rate	50.00	Too Few Students	
STUDENTS WITH DISABILITY 98.75% Participation Rate	34.41	33.57	

Continuous School Improvement Plan 2026-2027

Data Analysis

- IXL
- MAP

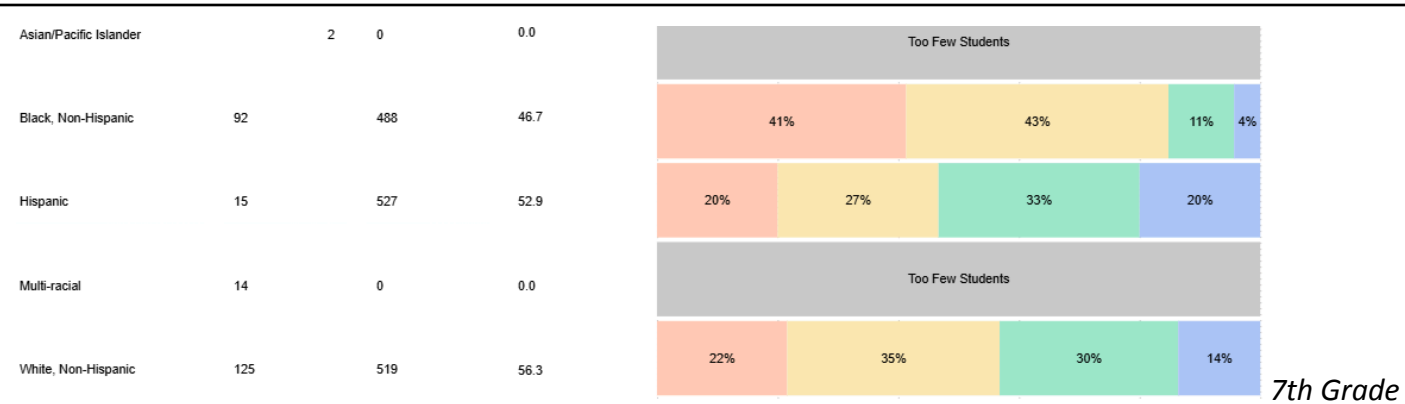
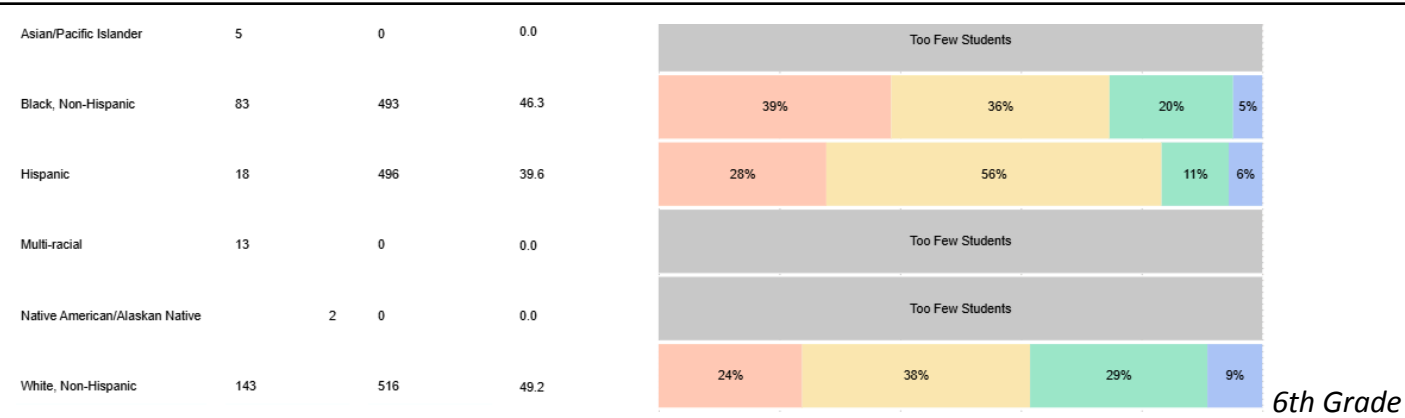
Milestones Achievement Level	Students with Disabilities
 30% 38% 25% 8% <i>6th Grade</i>	 73% 19% 4% 4%
 30% 38% 22% 10% <i>7th Grade</i>	 Too Few Students
 16% 34% 31% 18% <i>8th Grade</i>	 52% 43% 5%

Continuous School Improvement Plan 2026-2027

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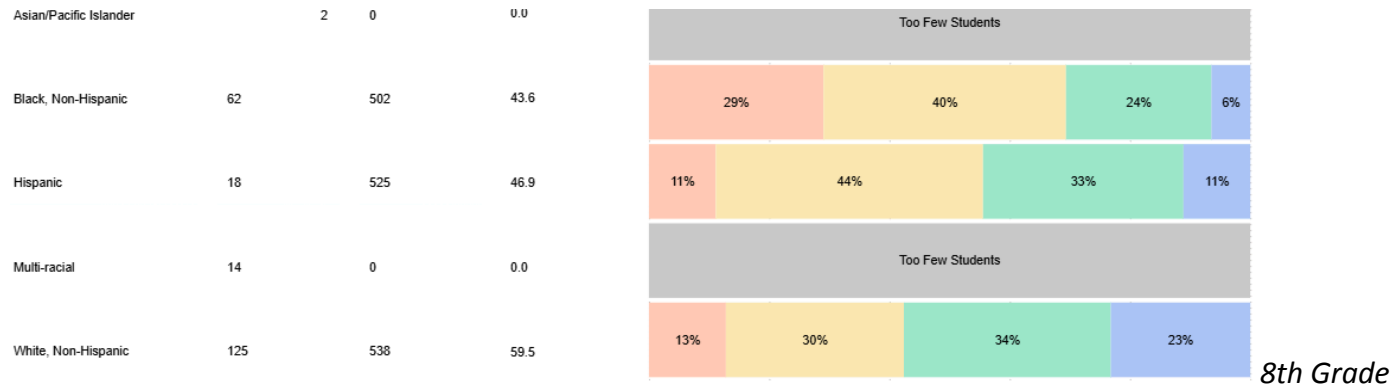
Race/Ethnicity



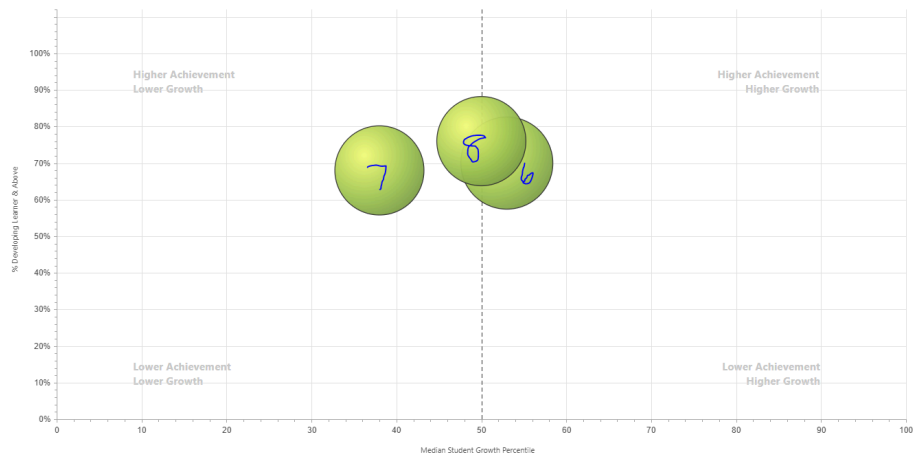
Continuous School Improvement Plan 2026-2027

Data Analysis

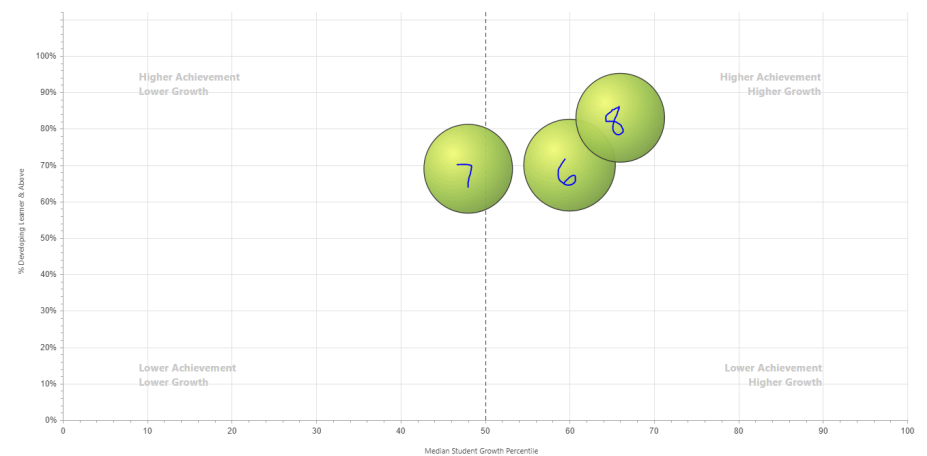
- IXL
- MAP



Math Student Growth Model for 6th-8th Grades



FY24



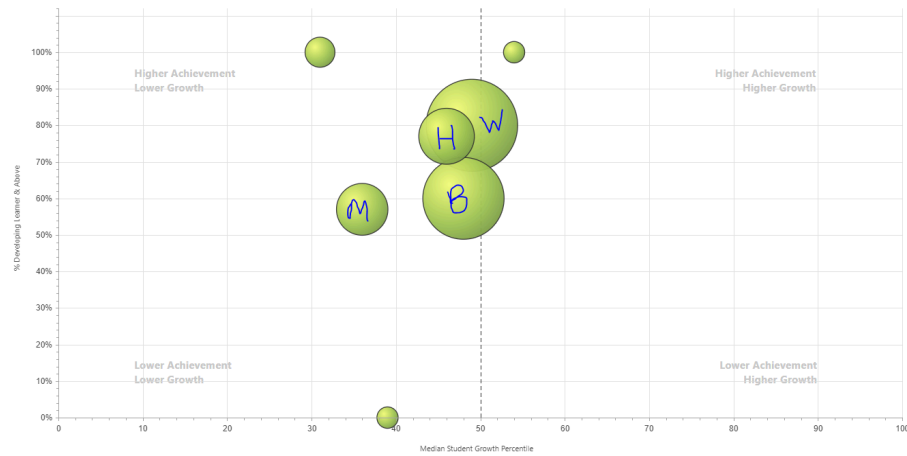
FY25

Continuous School Improvement Plan 2026-2027

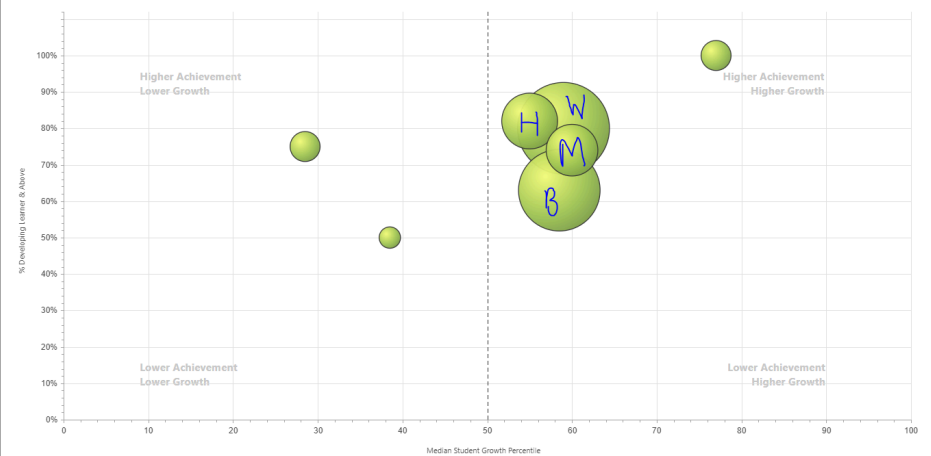
Data Analysis

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ELA Student Growth Model by Race/Ethnicity



FY24



FY25

Continuous School Improvement Plan 2026-2027

Data Analysis

- IXL
- MAP

Leading Data FY 26 Data

FY 26 MAP Data

Math MAP Achievement: Fall 2025

Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	229	35	15.3%	128	55.9%	58	25.3%	8	3.5%
7	256	37	14.5%	110	43.0%	91	35.5%	18	7.0%
8	250	29	11.6%	95	38.0%	79	31.6%	47	18.8%
Total	735	101	13.7%	333	45.3%	228	31.0%	73	9.9%

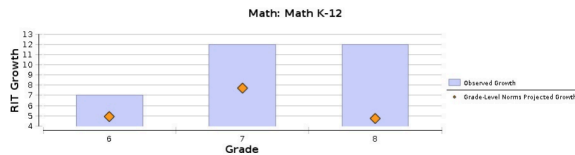
Math MAP Achievement: Winter 2025

Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	236	33	14.0%	109	46.2%	83	35.2%	11	4.7%
7	255	42	16.5%	103	40.4%	93	36.5%	17	6.7%
8	256	26	10.2%	64	25.0%	109	42.6%	57	22.3%
Total	747	101	13.5%	276	36.9%	285	38.2%	85	11.4%

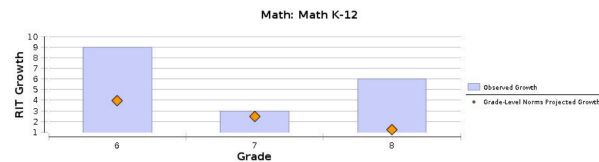
Math MAP Achievement: Spring 2026

Grade	Student Count	Beginning Learner		Developing Learner		Proficient Learner		Distinguished Learner	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	237	24	10.1%	89	37.6%	89	37.6%	35	14.8%
7	257	50	19.5%	107	41.6%	75	29.2%	25	9.7%
8	252	22	8.7%	72	28.6%	75	29.8%	83	32.9%
Total	746	96	12.9%	268	35.9%	239	32.0%	143	19.2%

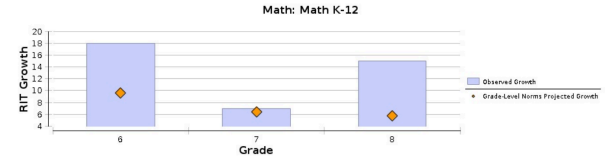
MAP Growth: Fall 24-Fall 25



MAP Growth: Fall 25-Winter 25



MAP Growth: Fall 25-Spring 26

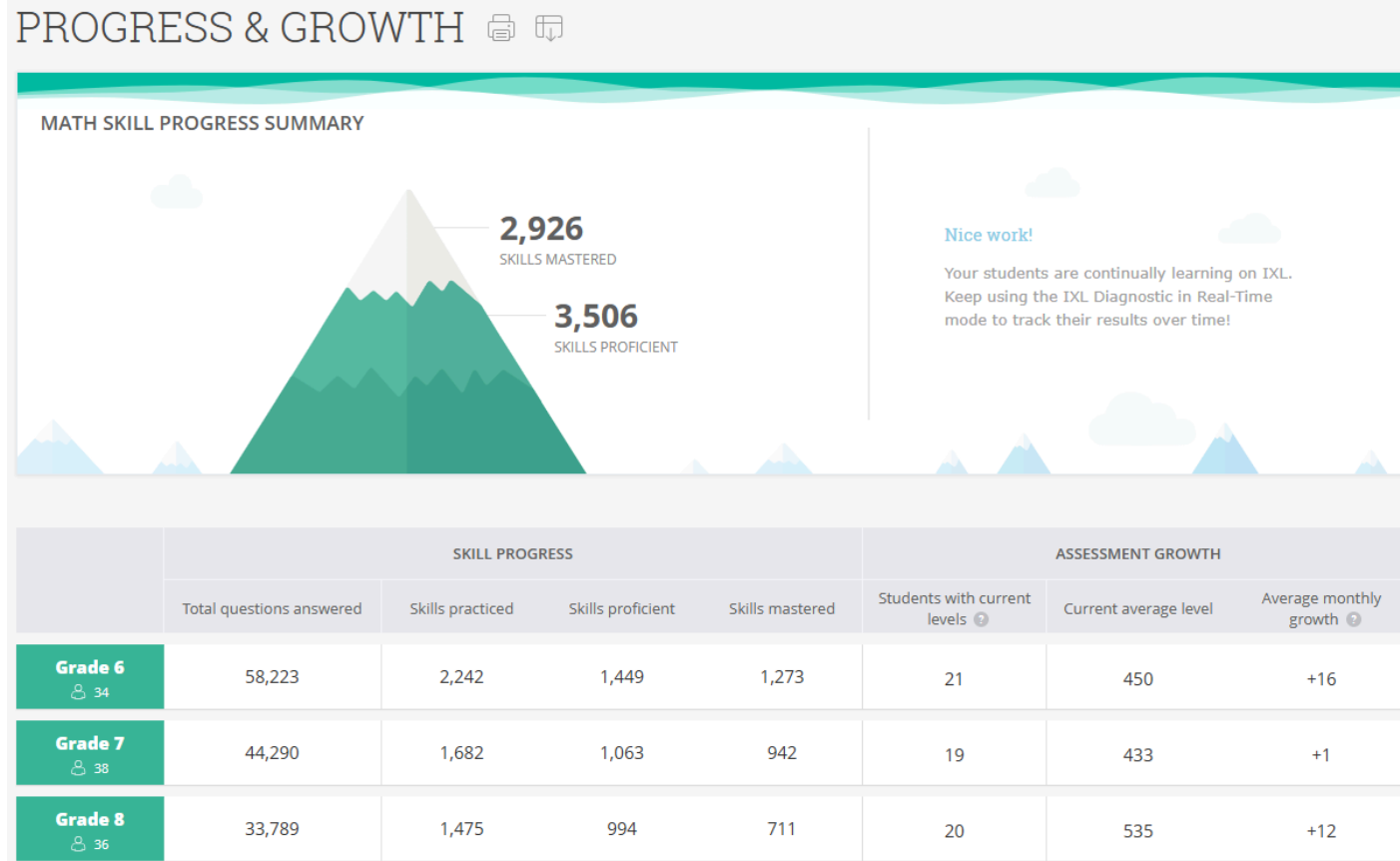


Continuous School Improvement Plan 2026-2027

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IXL Math



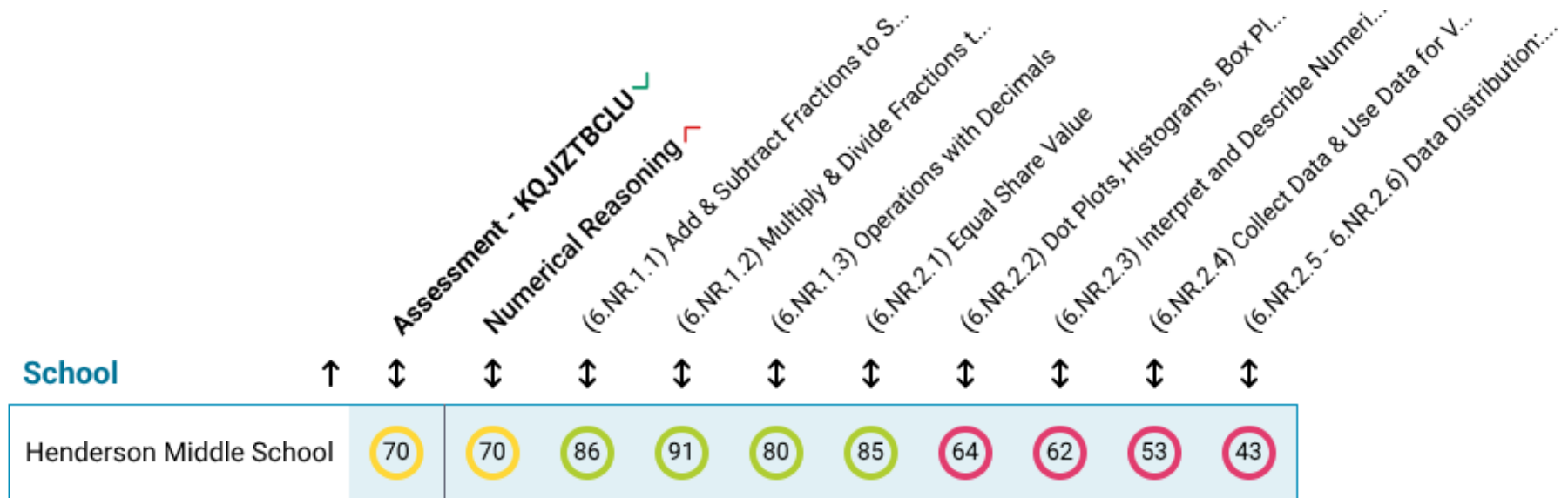
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FY 26 Progress Learning Data-Quarterlies/Unit Assessments

6th Grade Math Q1



6th Grade Math Q2

Continuous School Improvement Plan 2026-2027

Data Analysis

- IXL
- MAP

School	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	
			Assessment - CUUGORLBA ✓	Numerical Reasoning ✓	(6.NR.4.1) Ratios	(6.NR.4.2) Equivalent Ratio Tables	(6.NR.4.3) Solve Problems Involving Prop...	(6.NR.4.4) Rates & Unit Rate	(6.NR.4.5) Unit Rate Applications	(6.NR.4.6) Percent Applications	(6.NR.4.7) Solve Problems Involving Meas...	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.6.4) Evaluate Expressions	(6.PAR.6.5) Equivalent Expressions
Henderson Middle School		70	72	85	72	75	68	72	71	70	67	87	61	53	63	75	

7th Grade Math Q1

School	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	
				Assessment - AEZYDJOEEQ ✓	Numerical Reasoning ✓	(7.NR.1.1.2) Understanding Opposites &...	(7.NR.1.3) Represent Addition & Subtract...	(7.NR.1.4) Subtraction of Rational Numbe...	(7.NR.1.5) Add and Subtract Rational Numbe...	(7.NR.1.6) Multiplication of Rational Nu...	(7.NR.1.7) Quotients of Rational Nu...	(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...	Patterning & Algebraic Reasoning ✓	(7.PAR.2.1) Operations with Linear Expre...	(7.PAR.2.2) Equivalent Forms of Expressi...
Henderson Middle School		65	66	69	87	13	65	42	88	66	87	82	46	58	61	53		

Continuous School Improvement Plan 2026-2027

Data Analysis

- IXL
- MAP

7th Grade Math Q2

School													
	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕
		Assessment - CWAXJYJXR ✓	Numerical Reasoning ✓	(7.NR.1.1) Solve Problems with Rational...	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 Relat...	(7.PAR.4.7) Understanding Slope	(7.PAR.4.8) Proportional Relationships
Henderson Middle School		53	34	34	55	52	47	75	53	51	60	64	61

8th Grade Math Q1

Continuous School Improvement Plan 2026-2027

Data Analysis

- IXL
- MAP

School											
	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕
Henderson Middle School	63	66	52	75	60	67	71	61	53	53	

8th Grade Math Q2

Continuous School Improvement Plan 2026-2027

Data Analysis

- IXL
- MAP

School	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕
															</		

Guiding Questions

What is the data telling us?
 Are all subgroups performing at the optimal level?
 What trends and patterns are observed for all students and each subgroup?
 What are the trends and patterns that will support the identification of student, teacher, and leader needs?

Continuous School Improvement Plan 2026-2027

Data Analysis	
• IXL • MAP	
Fishbone Activity	
Theory of Action	
If we deliver culturally relevant, standards aligned instruction that connects to students' lived experiences, then the scores of all students will increase on EOG s by 5%. Plan of Action: Feedback Cycle 1. Train and model for our staff how to gather and deliver culturally relevant instruction that is aligned to standards. 2. Train our staff on how to use data and to have real time data talks. 3. Implement peer observations using rubrics and to provide constructive feedback within 24-48 hours. 4. Provide a list of non-negotiables for instruction	

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones

Science Lagging Data Analysis FY 25 Data

GA Milestones FY25

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
ALL STUDENTS 99.10% Participation Rate	29.61%	30.10%	31.55%	8.74%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 100.00% Participation Rate	47.27%	30.91%	18.18%	3.64%
HISPANIC 94.74% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL 93.33% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 100.00% Participation Rate	22.31%	30.58%	35.54%	11.57%
ECONOMICALLY DISADVANTAGED 99.10% Participation Rate	29.61%	30.10%	31.55%	8.74%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 96.00% Participation Rate	81.82%	13.64%	0.00%	4.55%

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

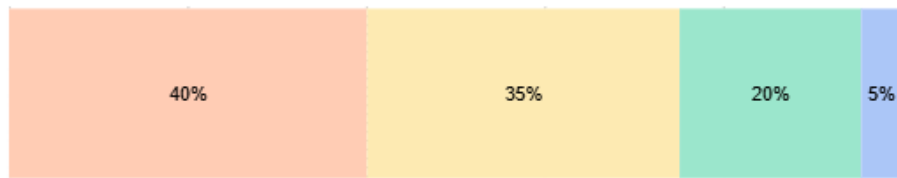
	SCORE	TARGET	FLAG
ALL STUDENTS 99.10% Participation Rate	59.71	51.89	
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 100.00% Participation Rate	39.10	38.54	
HISPANIC 94.74% Participation Rate	Too Few Students	61.42	
MULTI-RACIAL 93.33% Participation Rate	Too Few Students	Too Few Students	
WHITE 100.00% Participation Rate	68.19	60.00	
ECONOMICALLY DISADVANTAGED 99.10% Participation Rate	59.71	51.89	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY 96.00% Participation Rate	13.65	31.48	

Continuous School Improvement Plan 2026-2027

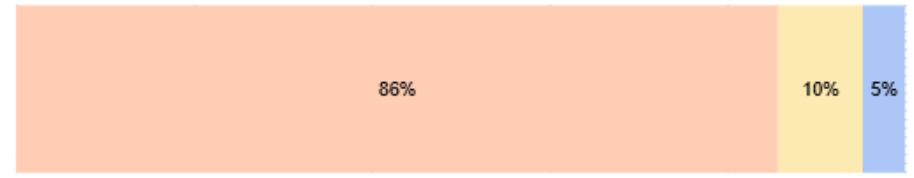
Data Analysis

- Progress Learning
- GA Milestones

8th Grade Science Milestones Achievement Level



All Students



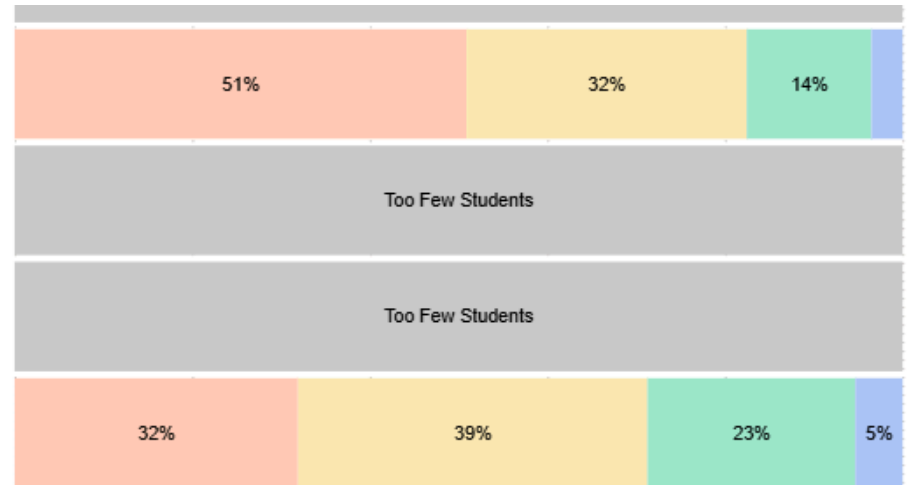
Students with Disabilities

Black, Non-Hispanic 57 472 55.6

Hispanic 14 0 0.0

Multi-racial 11 0 0.0

White, Non-Hispanic 94 495 53.6



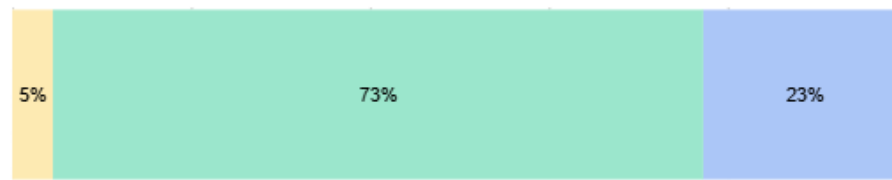
GA Milestones Science Achievement Level-Race/Ethnicity

Continuous School Improvement Plan 2026-2027

Data Analysis

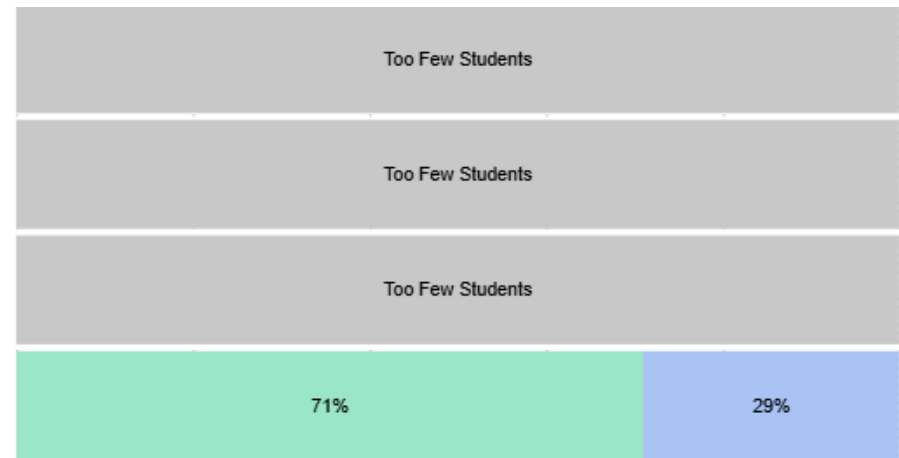
- Progress Learning
- GA Milestones

Physical Science Milestones Achievement Level



All Students

Black, Non-Hispanic	5	0	0.0
Hispanic	4	0	0.0
Multi-racial	3	0	0.0
White, Non-Hispanic	31	589	56.3



GA Milestones Physical Science Achievement Level-Race/Ethnicity

Continuous School Improvement Plan 2026-2027

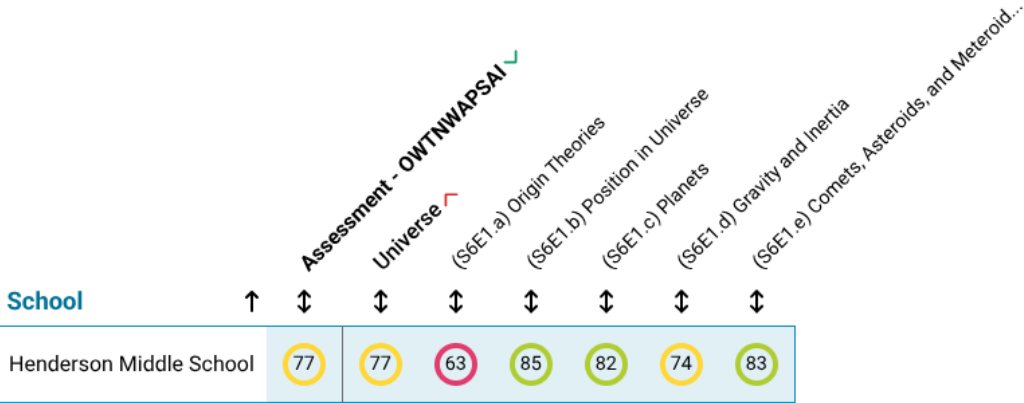
Data Analysis

- Progress Learning
- GA Milestones

Science Leading Data FY 26 Data

FY 26 Progress Learning Data-Quarterlies/Unit Assessments

6th Grade Science Q1

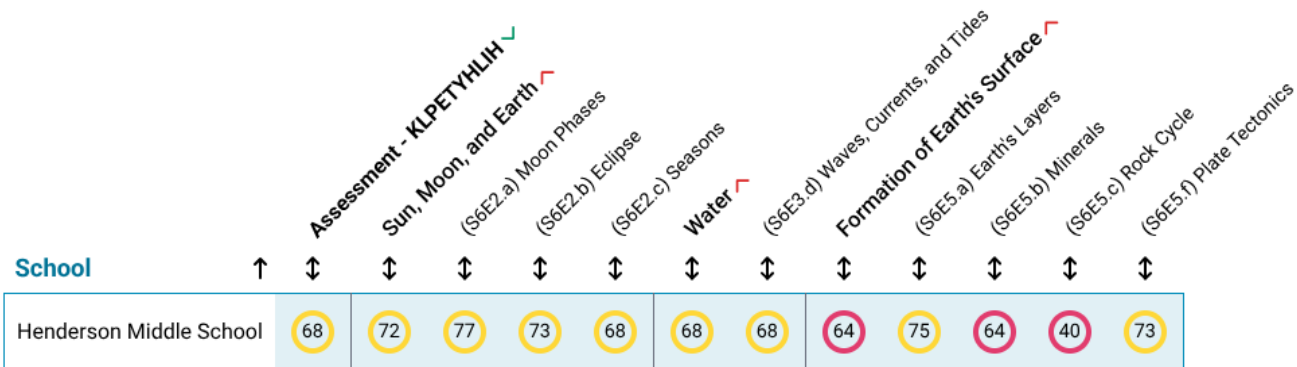


6th Grade Science Q2

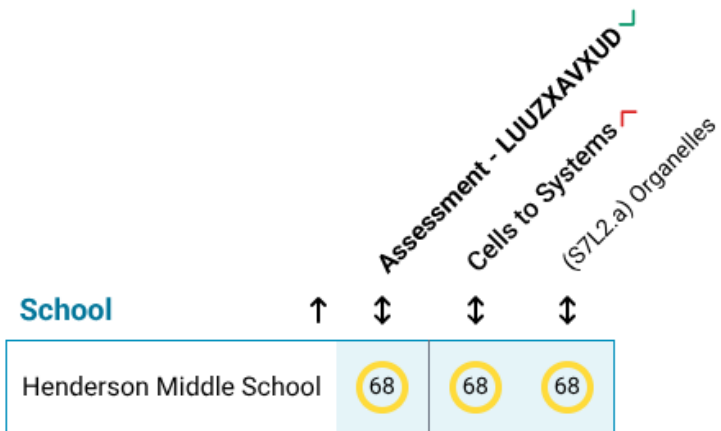
Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones



7th Grade Science Q1



7th Grade Science Q2

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones

School	↑	↕	↕	↕	↕	↕
Henderson Middle School		67	67	70	66	63
			Assessment - SXNSJIPDEJ ✓	Cells to Systems ✓	(S7L2.a) Organelles	(S7L2.b) Cell Organization
					(S7L2.c) Organ Systems	

8th Grade Science Q1

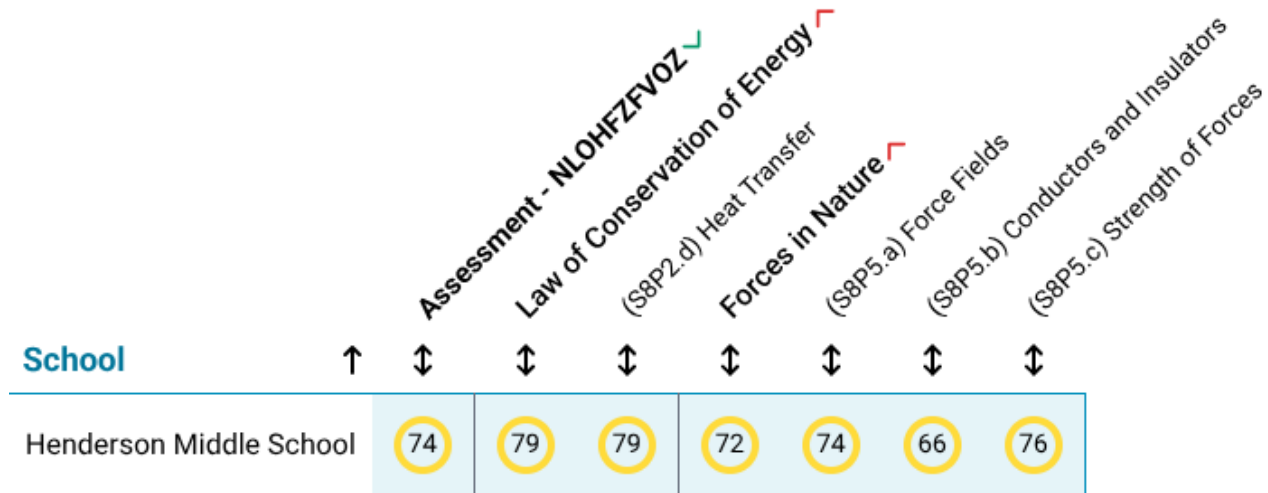
School	↑	↕	↕	↕	↕	↕	↕	↕	↕	↕
Henderson Middle School		68	70	69	68	72	65	70	67	56
			</							

8th Grade Science Q2

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones



Guiding Questions

What is the data telling us?
 Are all subgroups performing at the optimal level?
 What trends and patterns are observed for all students and each subgroup?
 What are the trends and patterns that will support the identification of student, teacher, and leader needs?

Fishbone Activity

Continuous School Improvement Plan 2026-2027

Data Analysis	
• Progress Learning • GA Milestones	
Theory of Action	

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones

Social Studies Lagging Data Analysis FY 25 Data

FY25 GA Milestones

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
ALL STUDENTS 99.10% Participation Rate	30.10%	40.29%	25.24%	4.37%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 100.00% Participation Rate	49.09%	36.36%	12.73%	1.82%
HISPANIC 94.74% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL 93.33% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 100.00% Participation Rate	23.97%	42.15%	27.27%	6.61%
ECONOMICALLY DISADVANTAGED 99.10% Participation Rate	30.10%	40.29%	25.24%	4.37%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 96.00% Participation Rate	63.64%	31.82%	4.55%	0.00%

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

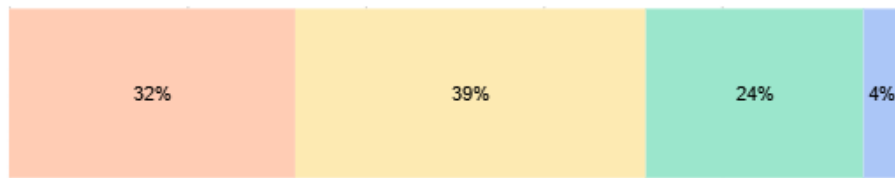
	SCORE	TARGET	FLAG
ALL STUDENTS 99.10% Participation Rate	51.95	49.72	
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	
BLACK 100.00% Participation Rate	33.64	37.04	
HISPANIC 94.74% Participation Rate	Too Few Students	53.76	
MULTI-RACIAL 93.33% Participation Rate	Too Few Students	Too Few Students	
WHITE 100.00% Participation Rate	58.27	57.18	
ECONOMICALLY DISADVANTAGED 99.10% Participation Rate	51.95	49.72	
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY 96.00% Participation Rate	20.46	32.96	

Continuous School Improvement Plan 2026-2027

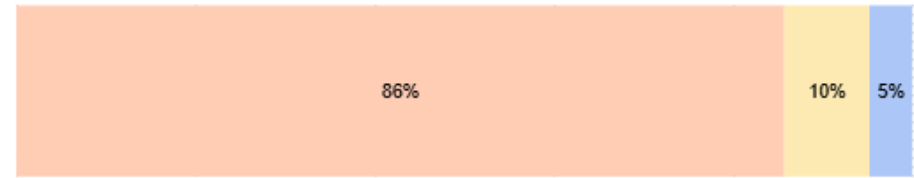
Data Analysis

- Progress Learning
- GA Milestones

Social Studies Milestones Achievement Level

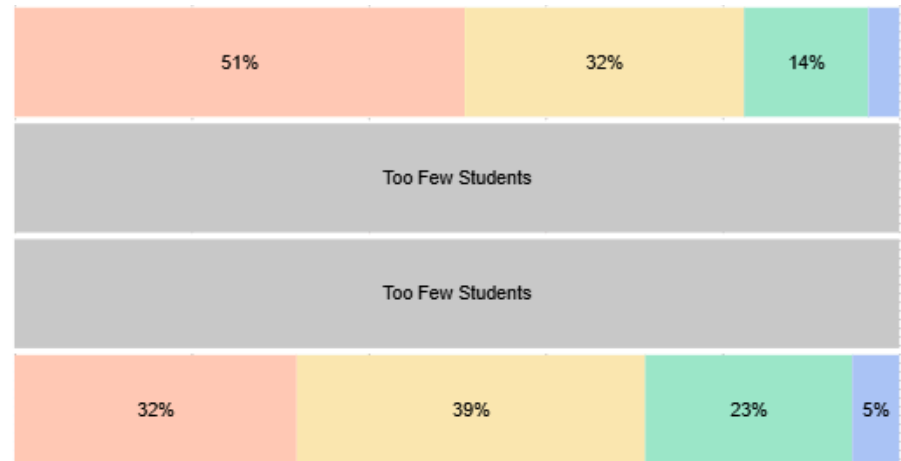


All Students



Students with Disabilities

Black, Non-Hispanic	57	472	55.6
Hispanic	14	0	0.0
Multi-racial	11	0	0.0
White, Non-Hispanic	94	495	53.6



GA Milestones Science Achievement Level-Race/Ethnicity

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones

Leading Data FY 26 Data

FY 26 Progress Learning Data-Quarterlies/Unit Assessments

6th Grade Social Studies Q1

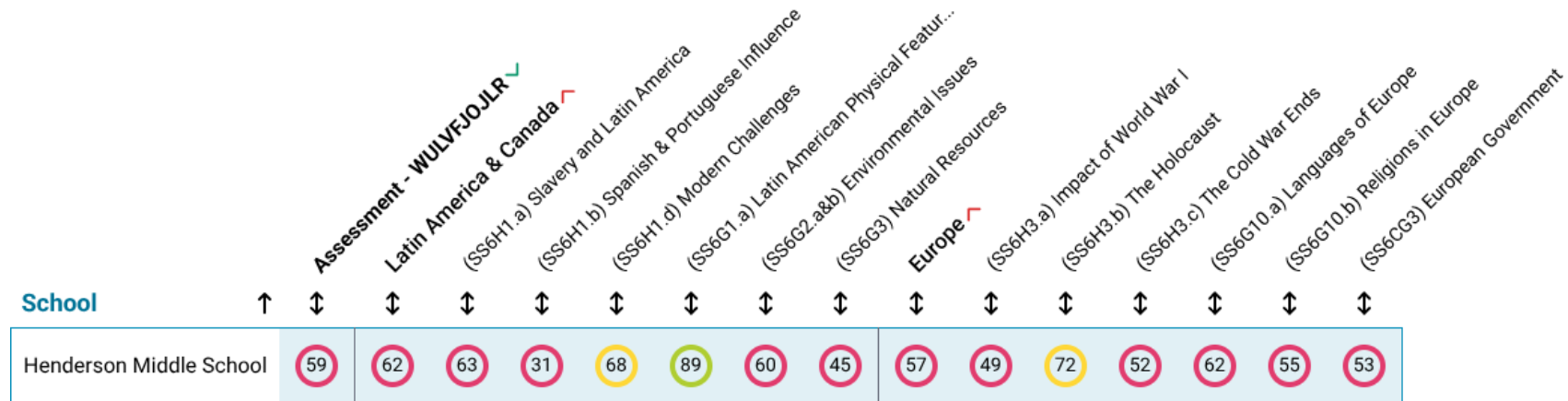


6th Grade Social Studies Q2

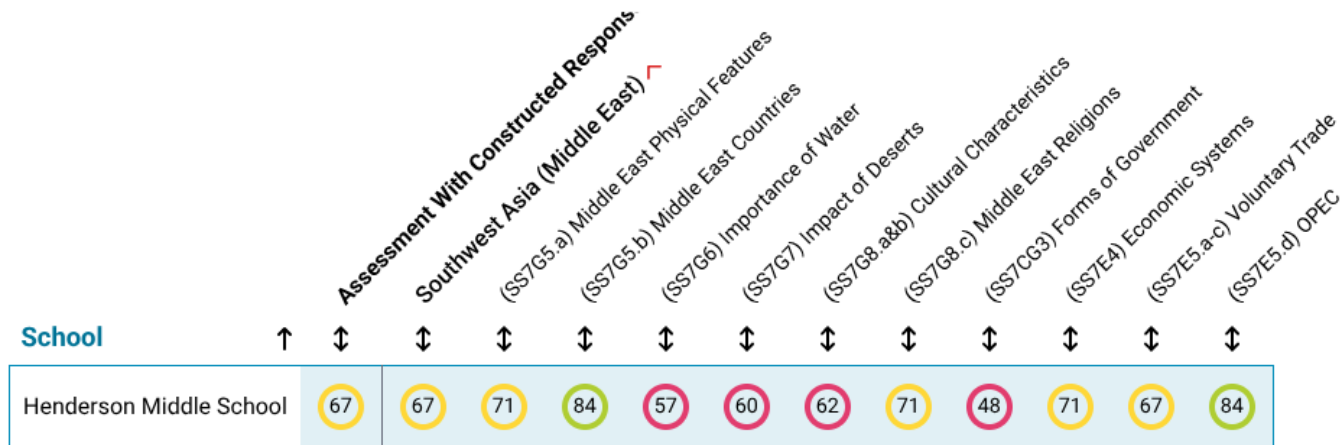
Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones



7th Grade Social Studies Q1

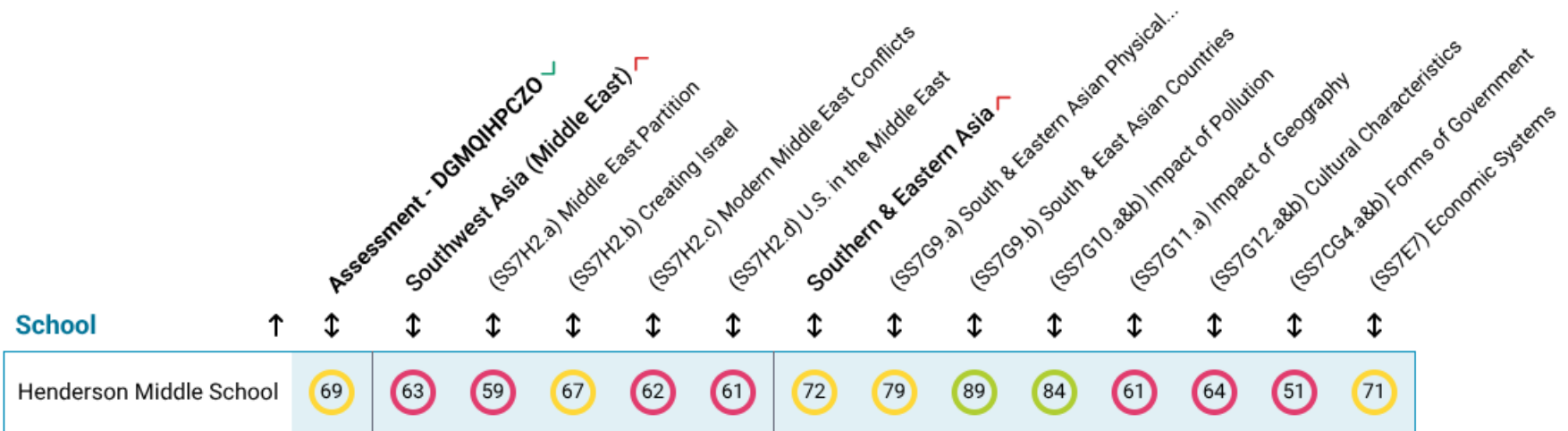


7th Grade Social Studies Q2

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones



8th Grade Social Studies Q1

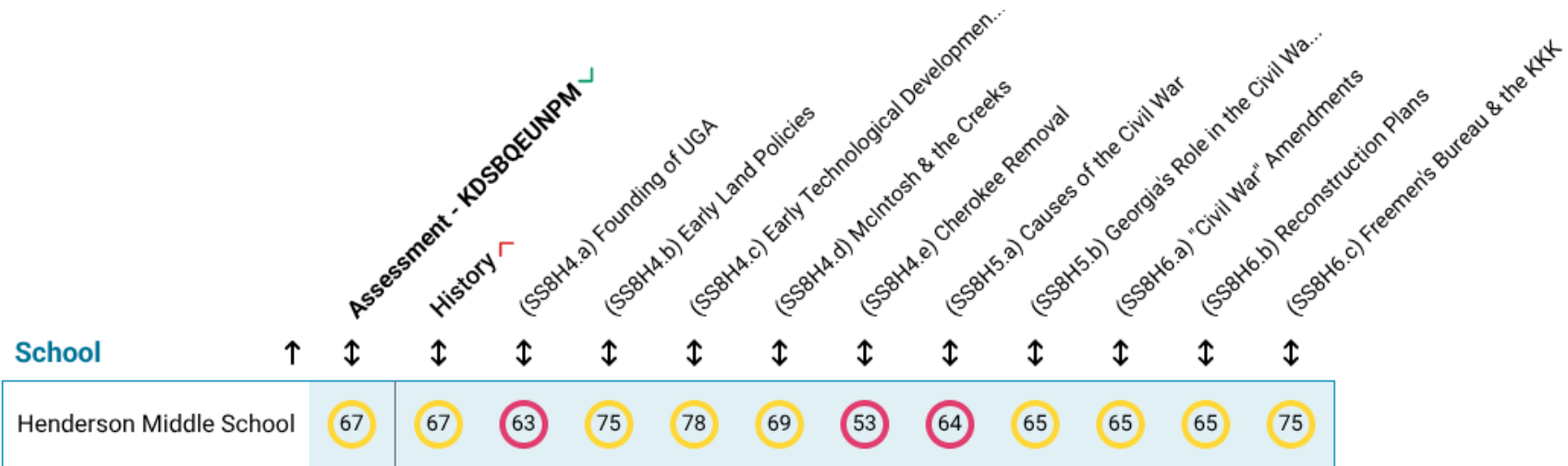


8th Grade Social Studies Q2

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones



Guiding Questions

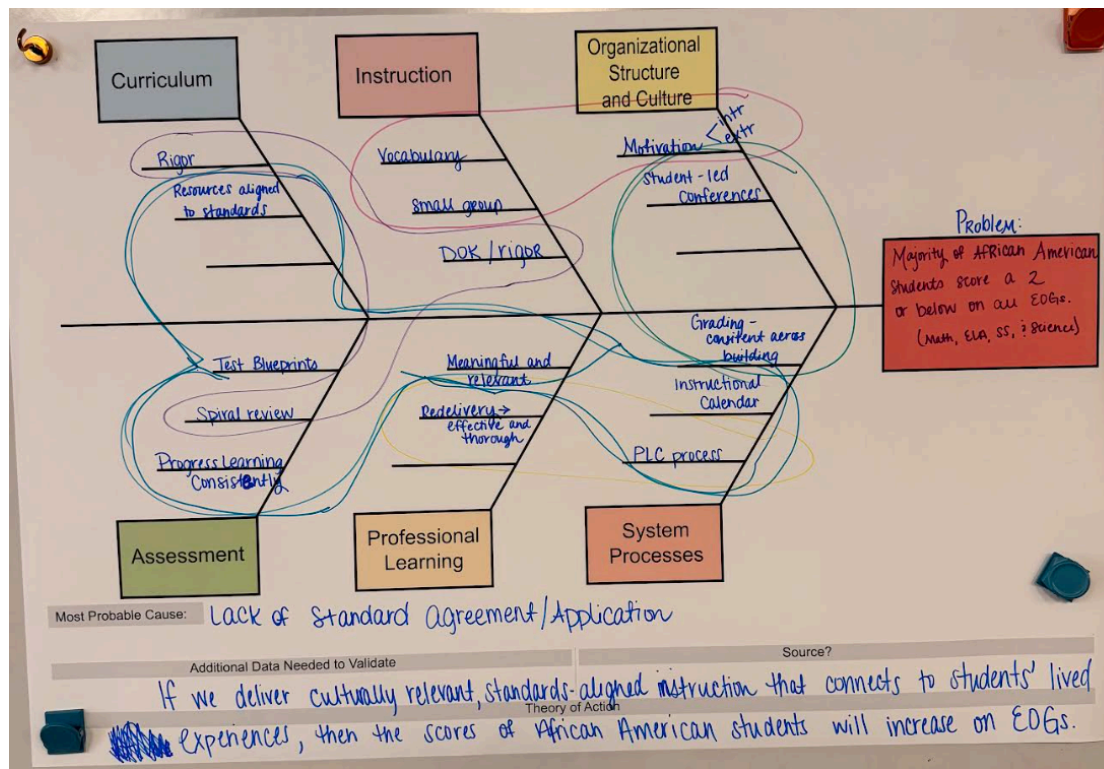
- What is the data telling us?
- Are all subgroups performing at the optimal level?
- What trends and patterns are observed for all students and each subgroup?
- What are the trends and patterns that will support the identification of student, teacher, and leader needs?

Fishbone Activity

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
- GA Milestones



Theory of Action

If we implement engagement strategies across our Tier 1 Instruction, we will decrease the number of students performing at Level 1 and Level 2 from 70% to 60%.

Plan of Action:

1. Train our staff on research based engagement strategies and create an engagement bank

Continuous School Improvement Plan 2026-2027

Data Analysis

- Progress Learning
 - GA Milestones
2. Train staff on how to unpack/deconstruct standards by units and to create appropriate learning targets
 3. Implement Peer Observation Cycles with Feedback within 24-48 hours
 4. Provide a list of non-negotiables for instruction

Continuous School Improvement Plan 2026-2027

Graduation and Dropout Data

(Elem and MS need to get this data from high school- ELEM and MS are not expected to have a Fishbone or Theory of Action. It is important for Elem and MS to have a K-12 perspective.)

4- Year Graduation

5- Year Graduation

Dropout

Pathway Completion

Continuous School Improvement Plan 2026-2027

Graduation and Dropout Data

(Elem and MS need to get this data from high school- ELEM and MS are not expected to have a Fishbone or Theory of Action. It is important for Elem and MS to have a K-12 perspective.)

Guiding Questions

What is the data telling us?
Are all subgroups performing at the optimal level?
What trends and patterns are observed for all students and each subgroup?
What are the trends and patterns that will support the identification of student, teacher, and leader needs?

Fishbone

Theory of Action

Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

Staff (Teachers, Paras, Admin): by month

	Sick Leave	Personal Leave	Professional Leave	Total
July	1	6.25	14	21.25
August	49.75	8	5.25	63
September	55.5	10.5	16	82
October	50	8.5	40	98.5
November	42.25	5.75	24.75	72.75
December	27.5	6	20	53.5
January	60.75	7.5	31.75	100
February	46	12.5	41.25	99.75
March	31.5	11.75	18.75	62
April				
May				

Student: by month

Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

Attendance by Month (FY26)

Month	6th Grade	7th Grade	8th Grade	Total
August	97%	95%	95%	96%
September	96%	92%	95%	94%
October	95%	93%	92%	93%
November	93%	92%	91%	92%
December	96%	92%	94%	94%
January	95%	94%	95%	95%
February	94%	93%	93%	93%
March				
April				
May				

Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

Student: 0-4, 5-9, 10-15, 16+

Excused vs Unexcused Absences

Total # of Students=783	Unexcused	Excused
# of Students with 0-4 Absences	290 (37%)	
# of Students with 5-9 Absences	226 (29%)	
# of Students with 10-15 Absences	130 (17%)	
# of Students with 16+ Absences	70 (9%)	

Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

Subgroup

Butts County - Henderson Middle School

5%  27%

Chronically Absent - Percent of students absent 10% or more of enrolled days.

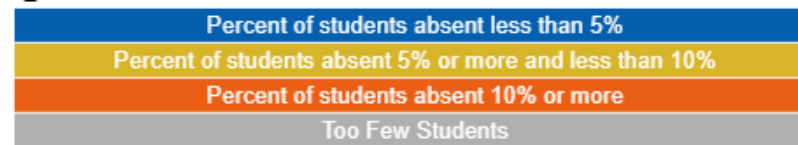
Subgroup	2019	2020	2021	2022	2023	2024	2025
All Students	14.6%	10.8%	11.2%	22.4%	27.6%	18.4%	19.5%
Grade 6	14.5%	7.2%	10.6%	24.0%	22.6%	16.6%	13.2%
Grade 7	12.7%	11.7%	10.2%	21.1%	30.4%	17.6%	19.7%
Grade 8	16.7%	13.2%	12.5%	22.1%	28.9%	20.8%	26.3%

Subgroup	2019	2020	2021	2022	2023	2024	2025
All Students	14.6%	10.8%	11.2%	22.4%	27.6%	18.4%	19.5%
Female	14.5%	12.2%	11.4%	22.9%	27.9%	20.1%	18.9%
Male	14.8%	9.3%	11.0%	22.0%	27.2%	16.6%	20.1%
American Indian/Alaskan Native	TFS	TFS			TFS	TFS	TFS
Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS
Black	11.7%	9.9%	9.8%	16.8%	19.0%	15.1%	18.5%
Hispanic	14.3%	8.3%	18.2%	23.6%	20.0%	14.5%	23.7%
Multi-Racial	15.9%	20.0%	22.2%	37.3%	46.9%	34.7%	19.1%
White	16.4%	10.7%	10.4%	24.2%	31.4%	19.3%	20.0%
Economically Disadvantaged	14.6%	10.8%	11.2%	22.4%	27.6%	18.4%	19.5%
Students with Disabilities	18.0%	11.9%	9.5%	32.1%	33.9%	32.6%	29.6%
Students without Disabilities	14.1%	10.6%	11.4%	21.1%	26.6%	16.6%	18.1%
English Learners	TFS	TFS	18.8%	13.6%	16.7%	0.0%	16.0%
Homeless	19.4%	12.7%	14.3%	33.7%	34.8%	24.3%	20.0%
Military Connected Students		TFS	TFS	TFS	TFS	TFS	TFS

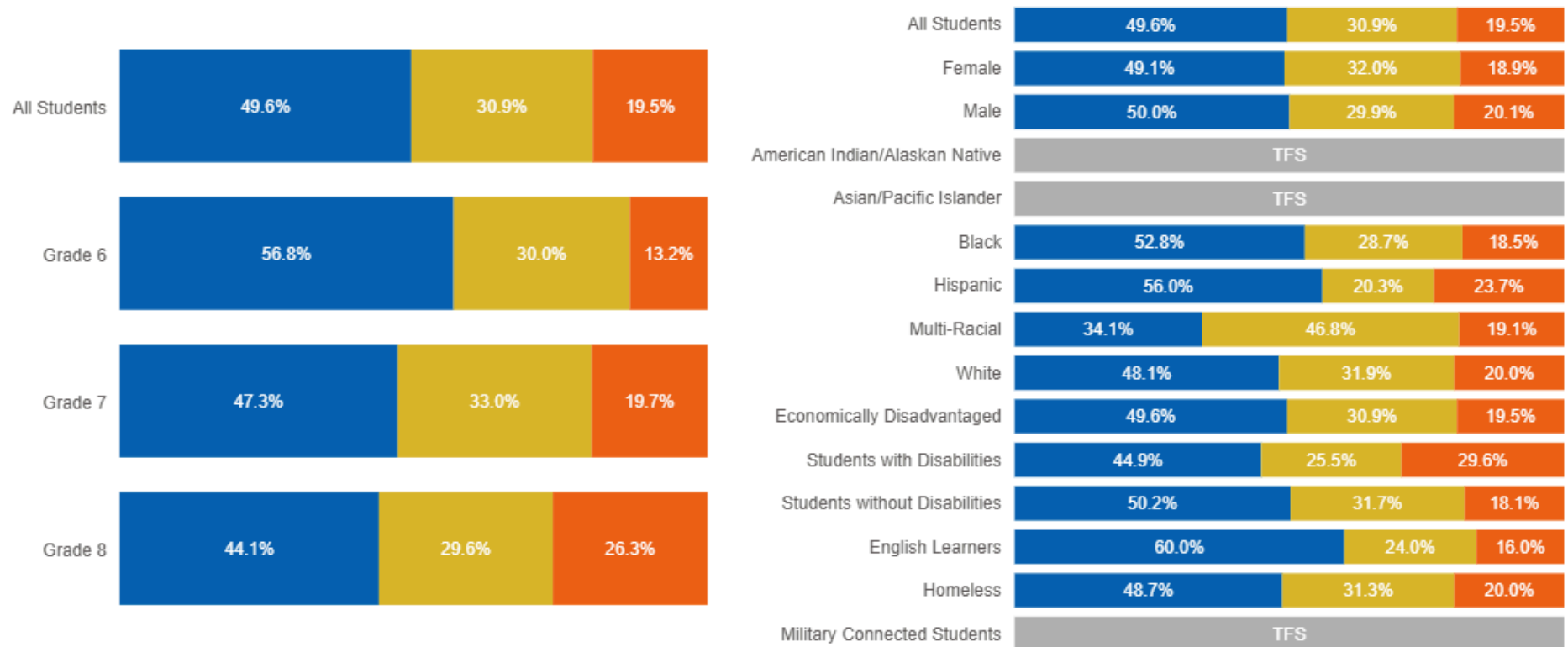
Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

3 Tiers of Student Absenteeism



Butts County - Henderson Middle School



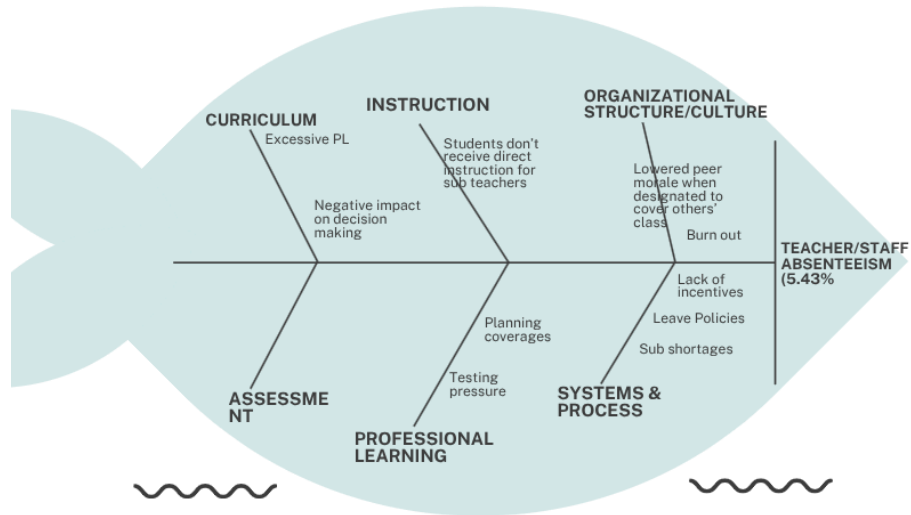
Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

Fishbone

Continuous School Improvement Plan 2026-2027

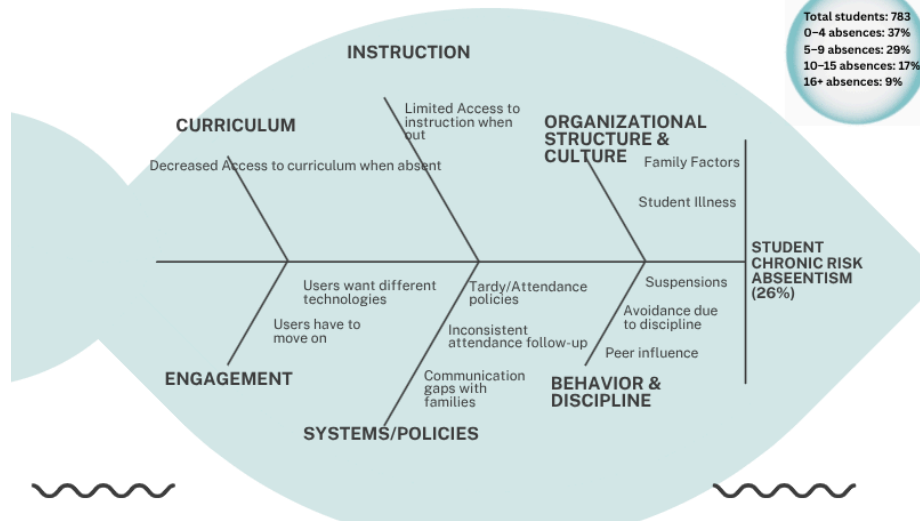
HENDERSON MIDDLE SCHOOL TEACHER ABSENTEEISM DIAGRAM



Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

HENDERSON MIDDLE SCHOOL STUDENT ABSENTEEISM DIAGRAM



Theory of Action

If we implement attendance initiatives that the student attendance that will decrease from 55% of five or more absences to 45%

- Small groups based on multiple data sets (students):
 - MARS
 - Drop Box
 - Emails
 - Counselor Referrals
- Schoolwide Initiatives to include the following (parents);
 - Nascar
 - Dads on Duty

Continuous School Improvement Plan 2026-2027

Attendance (Student, Teacher, Administrator)

- Parent and Partnership Volunteer Recognition on Social Media/Newsletter and Quarterly Banquet
3. We will decrease the amount of coverage for staff absences by implementing the following initiatives:
- Team Tigers(parent substitute incentive program for Henderson)
 - Wednesday Spirit Days(jeans with Henderson attire only)
 - Staff Wall of Fame
 - Duty Free Lunch
 - Goose Passes(must provide a week's notice for coverage)

Discipline

Total of top 5 Referrals for your school

Top 5 Referrals FY24 vs FY25

FY24		FY25	
Category	# of Referrals (% of	Category	# of Referrals (% of

Continuous School Improvement Plan 2026-2027

Discipline

	overall Referrals)		overall Referrals)
1. Student Incivility 1	148 (28%)	1. Student Incivility 1	163 (43%)
2. Repeat Offenses	131 (24%)	2. Student Incivility 2	52 (14%)
3. Aggressive Behavior	59 (11%)	3. Repeat Offenses	51 (14%)
4. Student Incivility 2	53 (10%)	4. Fighting	19 (5%)
5. Fighting	35 (7%)	5. Bus Referrals	16 (4)

***Data as of 3/9/2026**

Discipline by Demographics-Gender

Gender	Alternative School - Disruptive Students	Continuation of action	In-School Suspension	No State Res	Out-of-School Suspension	Suspended from Riding Bus
F	3	0	60	15	27	2
M	12	2	177	33	77	4

Discipline by Demographics-Grade Level

Continuous School Improvement Plan 2026-2027

Discipline

Grade	Alternative School - Disruptive Students	Continuation of action	In-School Suspension	No State Res	Out-of-School Suspension	Suspended from Riding Bus
o6	3	2	65	14	22	0
o7	6	0	80	31	44	3
o8	6	0	92	3	38	3

Discipline by Demographics-Race

Race	Alternative School - Disruptive Students	Continuation of action	In-School Suspension	No State Res	Out-of-School Suspension	Suspended from Riding Bus
A	0	0	3	0	1	0
B	5	0	134	24	56	5
H	0	0	7	7	4	0
I	0	0	1	0	0	0
M	0	0	9	0	1	0
W	10	2	83	17	42	1

Discipline by Demographics-Students with Disabilities

Continuous School Improvement Plan 2026-2027

Discipline

SWD	Alternative School - Disruptive Students	Continuation of action	In-School Suspension	No State Res	Out-of-School Suspension	Suspended from Riding Bus
	11	0	83	10	56	3
N	0	0	115	22	27	2
Y	4	2	39	16	21	1

ISS

Total number of events

	21-22	22-23	23-24	24-25	25-26
Number of Events	352	293	308	287	214
Number of Days	435	511	417	326	284
Number of Students	194	177	185	165	148

Continuous School Improvement Plan 2026-2027

[illegible]

Continuous School Improvement Plan 2026-2027

Perception Data (School Climate Data)

- MRA
- Health Survey
- Special Education Survey

MRA

Spring Report 2025



Continuous School Improvement Plan 2026-2027

Perception Data (School Climate Data)

- MRA
- Health Survey
- Special Education Survey

Student Survey

Parent Survey

Staff Survey

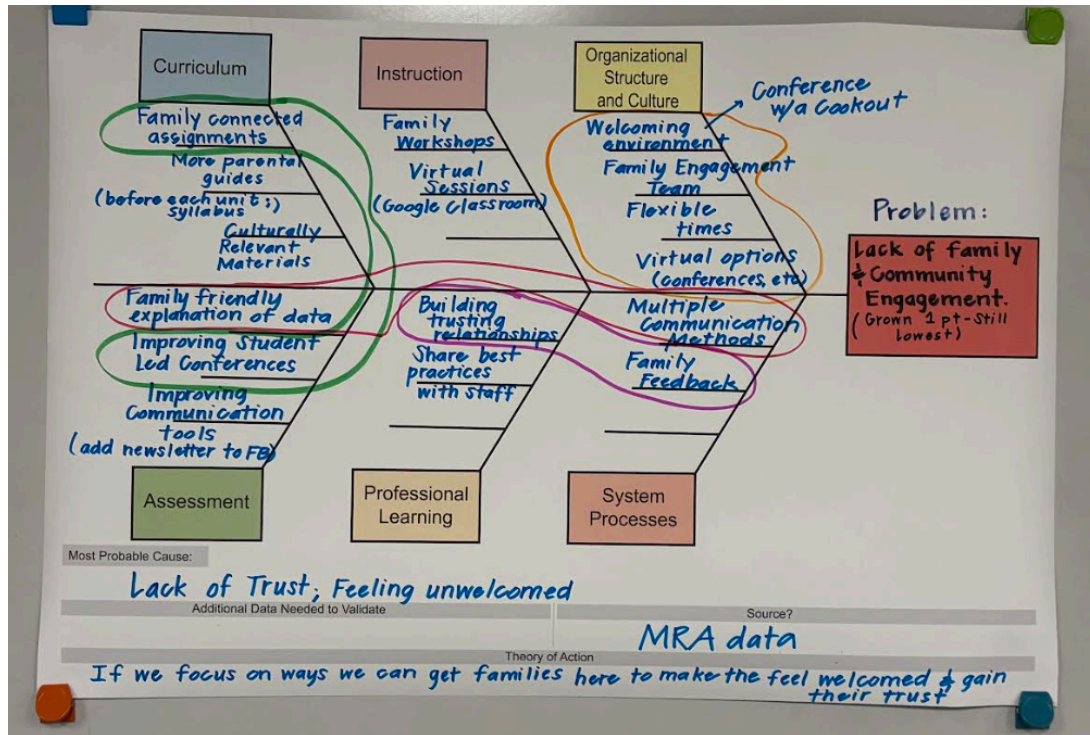
SPED Survey

Fishbone

Continuous School Improvement Plan 2026-2027

Perception Data (School Climate Data)

- MRA
- Health Survey
- Special Education Survey



Theory of Action

Please see information from our Attendance Data above.

Continuous School Improvement Plan 2026-2027

Observations - Classroom Walkthrough - TKES Walkthroughs				
Number of Classroom Walkthroughs conducted (not part of TKES)	Principal: Harris- 13	AP: Glass- 28 Robinson- 58 Jenkins- 28	Instructional Coach: Wynn- 125	
TKES	1	2	3	4
Standard 1: Professional Knowledge				
Standard 2: Instructional Planning				
Standard 3: Instructional Strategies				
Standard 4: Differentiated Instruction				
Standard 5: Assessment Strategies				
Standard 6: Assessment Use				
Standard 7: Positive Learning Environment				

Continuous School Improvement Plan 2026-2027

Observations

- Classroom Walkthrough
- TKES Walkthroughs

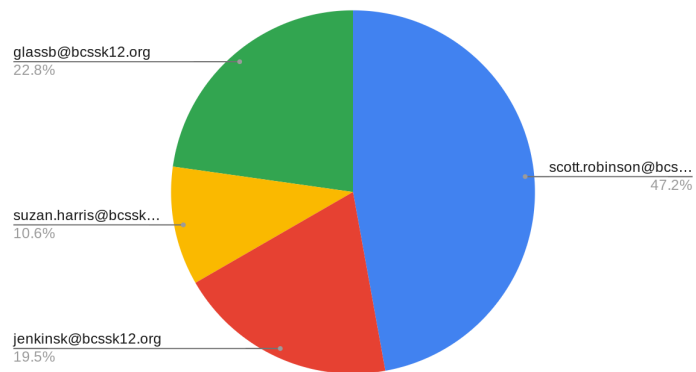
Standard 8:
Academically Challenging
Environment

Standard 9:
Professionalism

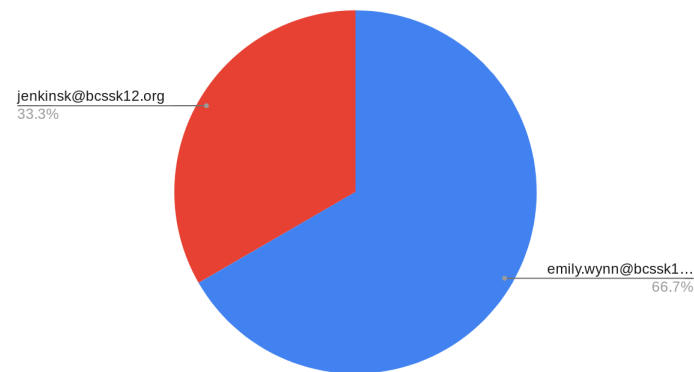
Standard 10:
Communication

Look For Observation Data

% of Look For Observations Completed



February Look For Observation Data



Instructional Coach Support: Topics

PLC
Tier 1 Instructional Strategies
Math PL with GRESA

Continuous School Improvement Plan 2026-2027

Observations

- Classroom Walkthrough
- TKES Walkthroughs

Stemscopes
Savvas
Deconstructing Standards w/ PE, Health, and Fine Arts

Fishbone

Theory of Action

Continuous School Improvement Plan 2026-2027

Observations				
LKES	1	2	3	4
Performance Standard 1: Instructional Leadership				
Performance Standard 2: School Climate				
Performance Standard 3: Planning and Assessment				
Performance Standard 4: Organizational Management				
Performance Standard 5: Human Resources Management				
Performance Standard 6: Teacher and Staff Evaluation				
Performance Standard 7: Professionalism				

Continuous School Improvement Plan 2026-2027

Observations				
Performance Standard 8: Communication and Community Relations				
Fishbone				
Theory of Action				

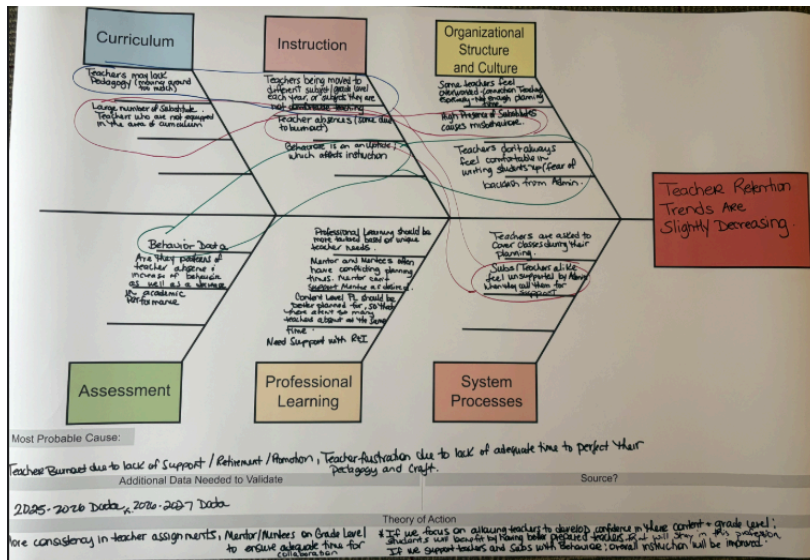
Continuous School Improvement Plan 2026-2027

Teacher Retention

% of teachers returning

20-21				21-22				22-23				23-24				24-25				25-26			
State	RESA	Butte	HMS	State	RESA	Butte	HMS	State	RESA	Butte	HMS	State	RESA	Butte	HMS	State	RESA	Butte	HMS	State	RESA	Butte	HMS
92%	88%	88%	83%	91%	86%	88%	83%	89%	82%	85%	92%	90%	84%	85%	88%	90%	84%	83%	86%				78%

Fishbone



Continuous School Improvement Plan 2026-2027

Teacher Retention

Theory of Action

- If we deliver culturally relevant, standards aligned instruction that connects to students' lived experiences, then the scores of all students will increase on EOG s by 5%.
 - Plan of Action: Feedback Cycle
 - 1. Train and model for our staff how to gather and deliver culturally relevant instruction that is aligned to standards.
 - 2. Train our staff on how to use data and to have real time data talks.
 - 3. Implement peer observations using rubrics and to provide constructive feedback within 24-48 hours.
 - 4. Provide a list of non-negotiables for instruction

●

Continuous School Improvement Plan 2026-2027

Professional Learning	
● Kick Up Dashboard ● Griffin RESA Data ● Redelivery Plan Data ● Effectiveness Data ● Instructional Coach	
Number of out-of-county PL opportunities administrators participated in	
Harris- 9 Glass- 2 Robinson- 2 Jenkins- 3 Wynn- 3	
Number of out-of-county PL opportunities did teachers participate in	
10	
Results from PL (Effectiveness from PL Plan)	

Continuous School Improvement Plan 2026-2027

Professional Learning

- Kick Up Dashboard
- Griffin RESA Data
- Redelivery Plan Data
- Effectiveness Data
- Instructional Coach

Please share the extent to which you experienced each of the following.

Group by ▾

Questions

	All
The content of this professional learning experience was relevant to my needs in my role.	95% (77)
This experience helped me build a vision for best practice by showing models of effective practice (e.g. authentic artifacts, lessons, videos).	94% (76)
I experienced purposeful activities that allowed me to actively engage with concepts (e.g. involving discussion, practice, or feedback).	93% (75)
I had opportunities to reflect on ways to incorporate my learning into my practice.	93% (75)
I felt comfortable in the learning environment throughout this professional learning experience.	94% (76)

Continuous School Improvement Plan 2026-2027

Professional Learning

- Kick Up Dashboard
- Griffin RESA Data
- Redelivery Plan Data
- Effectiveness Data
- Instructional Coach

Applying Your Learning

Group by ▾

Questions

All

Which of the following best represents how you think your learning will influence your practice?

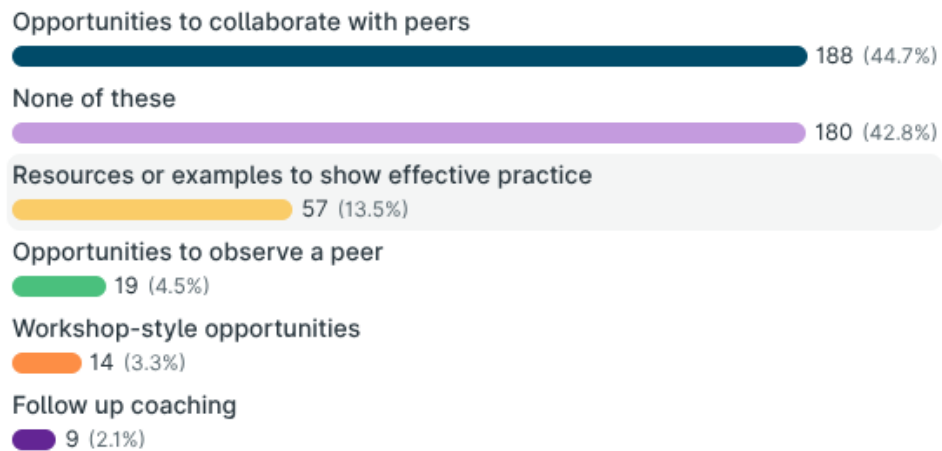
95% (427)

Continuous School Improvement Plan 2026-2027

Professional Learning

- Kick Up Dashboard
- Griffin RESA Data
- Redelivery Plan Data
- Effectiveness Data
- Instructional Coach

Support Needs



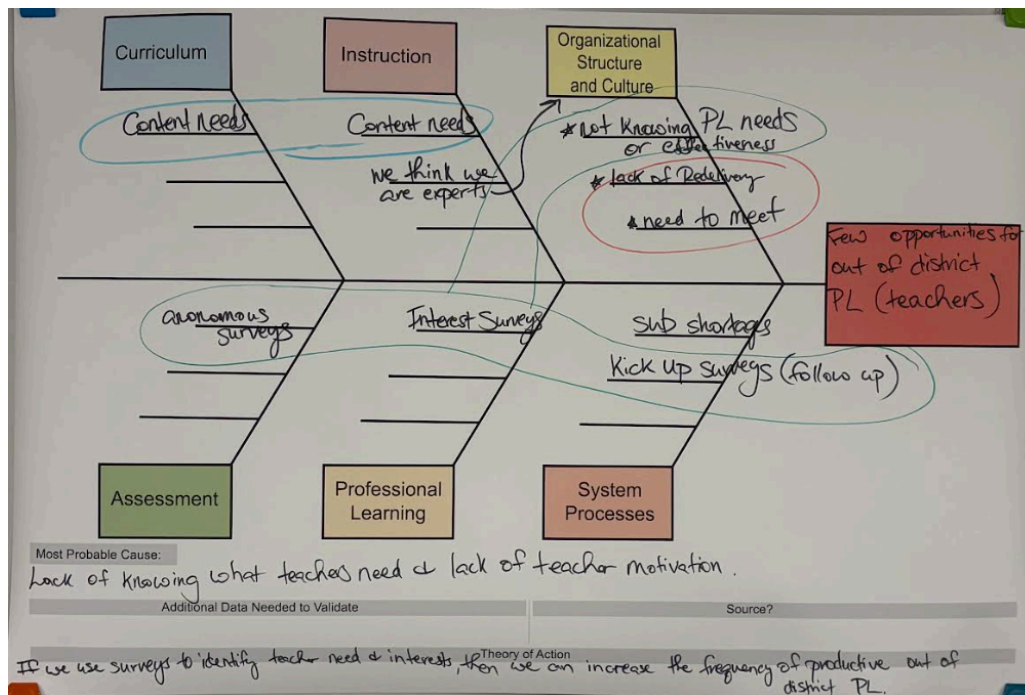
Total responses **421**

Fishbone

Continuous School Improvement Plan 2026-2027

Professional Learning

- Kick Up Dashboard
- Griffin RESA Data
- Redelivery Plan Data
- Effectiveness Data
- Instructional Coach



Theory of Action

If we use surveys to identify teacher need and interest, then we can increase the frequency of productive PL.

- Out of District

Continuous School Improvement Plan 2026-2027

Professional Learning

- Kick Up Dashboard
- Griffin RESA Data
- Redelivery Plan Data
- Effectiveness Data
- Instructional Coach

- Building Level
- Teacher Choice (based on individual needs)

Continuous School Improvement Plan 2026-2027

Community Involvement	
• SMORES • Friday Newsletter	
List School Council Members	
<u>25-26 Members</u> Suzan Harris Kendra Jenkins Tanya Cameron Emily Marlowe Kim Freshwater Latara Miller Cherly Travis Jones	
Number/ List of events for parents	
Annual Title 1 Night/Open House Part 2 Curriculum Night/Parent Conference Literacy Night Rising 6th Graders Night Testing Night Grandparents Day Student Led Conferences Quarterly Awards Presentations LIM/Leader of the Month Presentations	
Number/ List of events for the community	
Band Concerts	

Continuous School Improvement Plan 2026-2027

Community Involvement

- SMORES
- Friday Newsletter

Chorus Concerts
Drama Presentations
Sporting Events

Number/ List of events the school participated in the community

Community Day of Service- City of Jackson
City clean-up – City of Jackson
Fall Festival - Literacy Bus
Lighting of the Tree ceremony
Butts Co. Parks & Rec Grinch & Friends Holiday Party
MLK Community Performance
Black History Month Performance
LOVE Planting in Jackson!
Night to Shine Jackson First Baptist Church

Continuous School Improvement Plan 2026-2027

Community Involvement

- SMORES
- Friday Newsletter

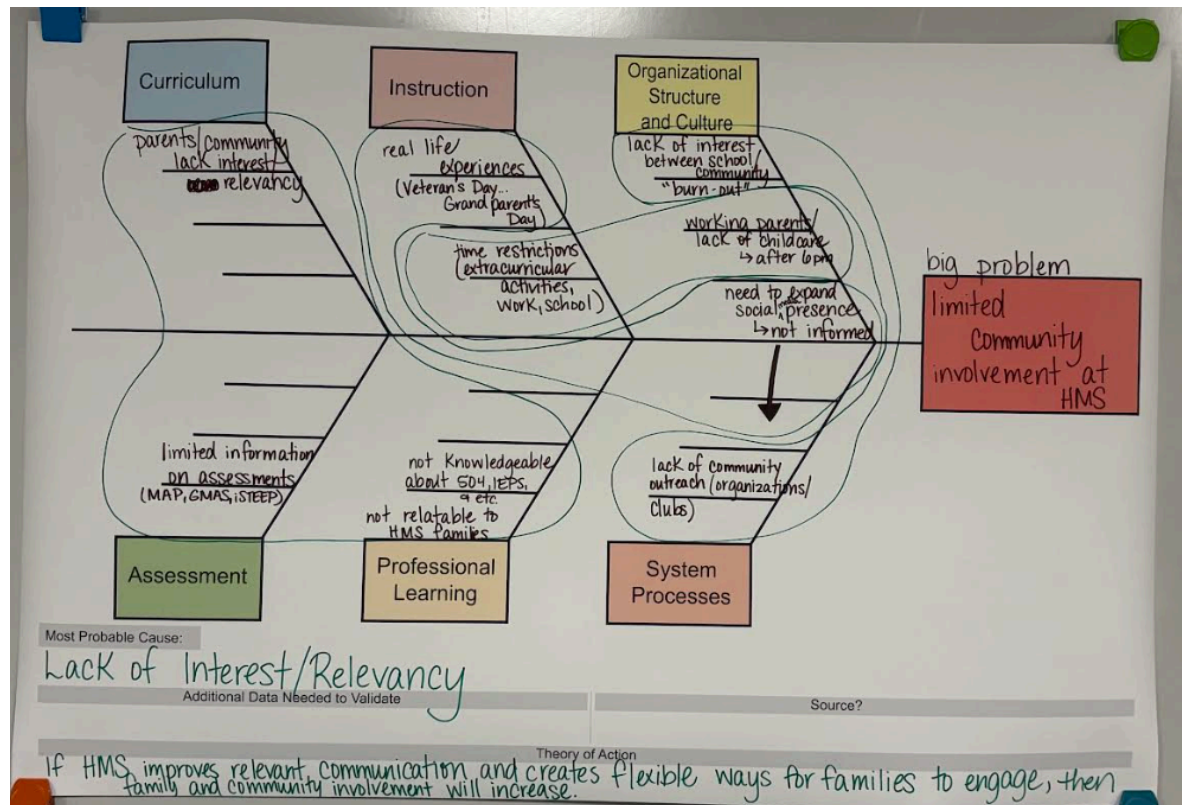
Principal's Memo SMORE	FY25	FY26
July	1425	766
August	1670	1744
September	2673	2318
October	2259	1539
November	862	1218
December	1520	1407
January	1370	1619
February	884	1439
March	1697	2000
April	1022	
May	1386	
June	1223	

Fishbone

Continuous School Improvement Plan 2026-2027

Community Involvement

- SMORES
- Friday Newsletter



Theory of Action

If HMS improves relevant communication and creates flexible ways for families to engage, then family and community involvement will increase.

- Partnership with Local Stakeholders (Southern Crescent, Central GA EMC, etc)
- Guest Speakers/Community Partners (Connections)

Continuous School Improvement Plan 2026-2027

Community Involvement

- SMORES
- Friday Newsletter

Continuous School Improvement Plan 2026-2027

A **school improvement plan** is a road map that sets out the changes that need to be made to improve the level of education that students receive in order to increase achievement. The plan has details about how and when the changes will be implemented and who will progress monitor the plan to ensure that it is implemented or amended, if needed. It is a living document to guide the work of schools that includes continuous stakeholder input.



Discipline 1: Focus on the Wildly Important

- ☐ Ask, "What do we value? What's most important?" Rank potential goals in order of importance when it comes to the class mission.
- ☐ Think about what's at risk. Of possible goals, prioritize the one or two that will close the biggest gaps.
- ☐ Write the WIG® in "From X to Y by When" format to create a single measure of success. Think, "Where are we now? Where do we need to be? And by when will we get there?"



Discipline 2: Act on the Lead Measures

- ☐ Brainstorm strategies that are predictive, that is, most likely to help achieve the class WIG.
- ☐ Sort possible strategies into two categories: "Influenceable" and "Not Influenceable."
- ☐ Choose strategies we aren't doing consistently and that are both predictive and influenceable.



Discipline 3: Keep a Compelling Scoreboard

- ☐ Choose a theme for the scoreboard. Make it big, colorful, and easy to understand.
- ☐ Choose a spot to post the scoreboard that everyone can see.
- ☐ Include a calendar or tally chart for tracking lead measures.
- ☐ Add a graph for tracking the lag measures.
- ☐ Step back and take a look. Can you tell whether you're winning in 5 seconds?



Discipline 4: Create a Cadence of Accountability

- ☐ Ask, "Did we meet last week's commitment?"
- ☐ Update the scoreboard.
- ☐ Ask, "What new commitments can we make?"
- ☐ Celebrate!



4 Disciplines of Execution[®]

Lead Measure Pick List

First, brainstorm as many strategies as you can think of that you believe would lead you to achieve your Wildly Important Goal[®] (WIG[®]) when done consistently and with fidelity.

Then, consider each strategy through the lens of the three questions to determine its viability as an effective lead measure.

Finally, choose the one or two viable lead measures you believe would have the greatest impact on the achievement of your WIG, and add them to your WIG Plan.

Name/Team

Strategy With Frequency	Is it a Lead Measure?		
	Does it predict the success of the WIG?	Can it be influenced by the owner of the WIG?	Is it a chronically inconsistent or new behavior or activity?
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Continuous School Improvement Plan 2026-2027

Expectations for FY27:

Add as many lines to the table as your school needs:

Expectation	What does it look like?

Continuous School Improvement Plan 2026-2027

GoalEOG 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: WIG: No ▾	By the end of FY 27,we will increase the percentage of students earning proficient or higher on the EOG from 41.7% to 45%. Plan of Action: 1. Train our staff on research based engagement strategies and create an engagement bank 2. Train staff on how to unpack/deconstruct standards by units and to create appropriate learning targets 3. Implement Peer Observation Cycles with Feedback within 24-48 hours 4. Provide a list of non-negotiables for instruction			
LAG Data	EOG and MAP Data			
January Update				
June	Met Not Met			
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Provide PL and Monitor CRA and Mathematical practice in teaching of Mathematics	Principal API IC MATH Chair		June 2027	Walkthrough Data, CRA Training Sign In Sheet -PL w/ Sara Wilson on March 10, April 21, May 12

Continuous School Improvement Plan 2026-2027

Performance Objective: Ensure quality instruction for all students				
Initiative	Increase the percentage of students 3-8 demonstrating proficiency on Georgia Milestone EOG/EOC			
School SMART Goal: WIG: No ▾	By the end of FY 27, we will increase the percentage of students earning proficient or higher on the EOG from 33.8% to 38%. Plan of Action: 1. Train our staff on research based engagement strategies and create an engagement bank 2. Train staff on how to unpack/deconstruct standards by units and to create appropriate learning targets 3. Implement Peer Observation Cycles with Feedback within 24-48 hours 4. Provide a list of non-negotiables for instruction			
LAG Data	EOG and MAP Data			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Provide professional learning in Literacy Strategies	Principal API IC Content Chairs	CFA Data Unit Assessments	June 2027	Walkthrough Data, CRA Training Sign In Sheet

Continuous School Improvement Plan 2026-2027

Performance Objective: Ensure quality instruction for all students				
Initiative	Increase the percentage of students 3-8 demonstrating proficiency on Georgia Milestone EOG/EOC			
School SMART Goal: WIG: No ▾	By the end of FY 27, we will increase the percentage of student perception in the categories of “Most...” and “All of my teachers” on the Climate Survey in response to the question “This year at this school, how many of your teachers have significantly impacted your learning?” from 59% to 65%			
LAG Data	Student Climate Survey			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Provide PL on instructional strategies, followed by observations from Admin Team and Peers	Principal Admin Team IC	Walkthrough Data Survey Data	June 2027	Walkthrough Data, PL Training Sign In Sheets

Continuous School Improvement Plan 2026-2027

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: WIG: No ▾	If we deliver culturally relevant, standards aligned instruction that connects to students' lived experiences, then the scores of all students will increase on EOG s by 5%. Plan of Action: Feedback Cycle 1. Train and model for our staff how to gather and deliver culturally relevant instruction that is aligned to standards. 2. Train our staff on how to use data and to have real time data talks. 3. Implement peer observations using rubrics and to provide constructive feedback within 24-48 hours. 4. Provide a list of non-negotiables for instruction			
LAG Data				
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence

Continuous School Improvement Plan 2026-2027

Continuous School Improvement Plan 2026-2027

Goal Area 2

Excellence in our BCSS Team

Performance Objective: Recruit and Retain quality employees				
Initiative	Recruit Highly qualified effective teachers and staff			
School SMART Goal: WIG: No ▾	-By the end of FY27, 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. If we deliver culturally relevant, standards aligned instruction that connects to students' lived experiences, then the scores of all students will increase on EOG s by 5%. Plan of Action: Feedback Cycle 1. Train and model for our staff how to gather and deliver culturally relevant instruction that is aligned to standards. 2. Train our staff on how to use data and to have real time data talks. 3. Implement peer observations using rubrics and to provide constructive feedback within 24-48 hours. 4. Provide a list of non-negotiables for instruction			
LAG Data	Teacher/Staff Climate Survey Data			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Create an "Ambush"-This will include a teacher recognition wall, staff spirit day on Wednesdays, and goose passes.	-Hall -Admin Team	-Survey Data (Targeted questions from -Teacher/Staff Climate Surveys)	Quarterly	-Quarterly Survey Data -Teacher/Staff Climate Survey Data

Continuous School Improvement Plan 2026-2027

Create a training program for mentors of new teachers that includes check-ins and coaching.	-NTO Coordinator	-Survey (inquiring about support needs and progress)	Monthly	-Survey Data
Create a structure by which induction level teachers (0-3 yrs) will check-in with the NTO Coordinator and admin	-NTO Coordinator -Admin -Robinson (Feedback forms)	-Mentee feedback	Monthly	-Documented feedback

Professional Learning Budget

 Budget FY27 PL Requests.xlsx

 FY27 PL Conference Planning

This is a district form- DO NOT DELETE anything. All Schools are on one document.

You will also have a plan for PL that will be offered in your school

 FY 27 PL In School Plan

Continuous School Improvement Plan 2026-2027

Goal Area 3

Excellence in Operations

Continuous School Improvement Plan 2026-2027

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: WIG: No ▾	-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			
LAG Data	-Southern Cleaning Inspection Report -Schooldog Monthly Reports			
January Update				
June	Met Not Met			
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Administer monthly cleaning surveys to staff for their input on the cleanliness of the building	Smith	June 2027 (On Going)	-Monthly survey schedule	-Teacher Survey Data -Cleaning score
Each admin will do weekly inspections of their area with the lead custodian and provide feedback for improvement	6th Grade-Jenkins 7th Grade-Robinson 8th Grade-Smith Conn.-Cummings	June 2027 (On Going)	-Weekly walkthroughs	-Teacher Survey Data -Cleaning score
Utilize Schooldog Concern entries to give timely feedback toward school safety	6th Grade-Jenkins 7th Grade-Robinson 8th Grade-Smith Conn.-Cummings	June 2027 (On Going)	-Schooldog entries	-Schooldog reports

Continuous School Improvement Plan 2026-2027

Goal Area 4

Excellence in Culture and Climate

Performance Objective: Foster stakeholder partnerships through transparency				
Initiative	To provide clear and effective communication in order to increase and sustain partnerships.			
School SMART Goal:	-By the end of FY27, HMS will improve stakeholder relationships by having at least 18 occurrences of stakeholder interactions with students per quarter.			
WIG:	-By the end of FY26, we will increase the percentage of parents who reported entering HMS on multiple occasions per quarter from 65% to 75% as indicated on the 2024-2025 Family School Climate Survey.			
No ▾				
LAG Data	# of partnerships from FY26			
January Update				
June	Met	Not Met		
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Build relationships with community partners: - Connections teachers will bring in community partners (2 per quarter) who are relevant to their content 8th Grade counselor will build partnerships based on 8th grade transition activities	-Counselors -Connections Teachers	-Community Partnership tracking sheet	May 2027	-Community Partnership tracking sheet -Career Visit schedules
Create opportunities for parents to enter the building: Muffins with Moms, Donuts with Dad's, Grand Parent's Day	-Counselors	-# of events -# of parents in attendance	May 2027	-Presentations -Sign-in sheets

Continuous School Improvement Plan 2026-2027

Implement a NASCAR Pitstop program-parents can sign up to volunteer for 30 minutes per month.	-Counselors -LIM Student Lighthouse team	-# of parent volunteers -# of volunteer hours	May 2027	-Sign-in sheets
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Continuous School Improvement Plan 2026-2027

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: WIG: No ▾	By the end of FY27, we will increase the score for Student Belonging from 77% to 81% as indicated on the Leader In Me MRA Survey.			
LAG Data	-LIM MRA			
January Update				
June	Met Not Met			
Lead Measure Strategies	Leader Responsible/ Accountability Partner	Lead Measure Data Source	Timeline	Scoreboard and/or Evidence
Create the LIM Student Lighthouse team	-Lighthouse Coordinator	-Agenda	May 2027	-Meeting agenda and sign-in sheet
Provide training for teachers on building student morale and belonging	-Lighthouse Coordinator -Admin	-Student Belonging Survey (targeted questions from MRA)	May 2027	-Survey data from targeted LIM MRA

Continuous School Improvement Plan 2026-2027

Title 1 School-wide Components		
Comprehensive Needs Assessment – Section 1114(b)(1)(A)	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.	School Evidence:
Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)	Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: a). Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards; 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; c). 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 - i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas; ii). 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 coursework to earn postsecondary credit	School Evidence:

Continuous School Improvement Plan 2026-2027

	while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools; iii). 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.); iv). 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; v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	
Evaluation of the Schoolwide Plan—34 CFR § 200.26	a). 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. 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. c). 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.	School Evidence:
ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)	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	School Evidence:

Continuous School Improvement Plan 2026-2027

	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.	
Schoolwide Plan Development– Section 1114(2)(B) (i-iv)	a). 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; 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. c). 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. d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	School Evidence:

Continuous School Improvement Plan 2026-2027

	e). 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.	
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