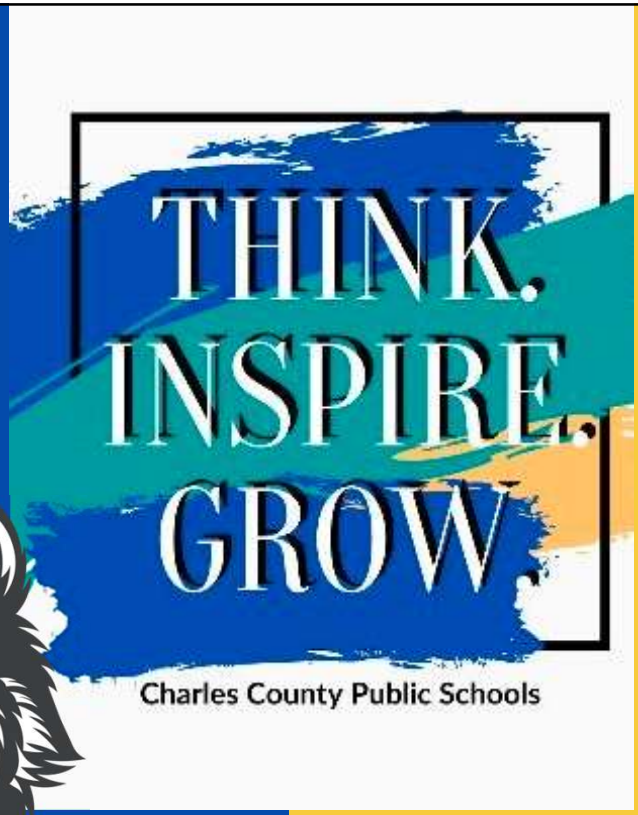
Charles County Public Schools

School Improvement Plan

Cycle 1

Matthew Henson Middle School





Home of the Huskies



Pride ••• Spirit ••• Commitment

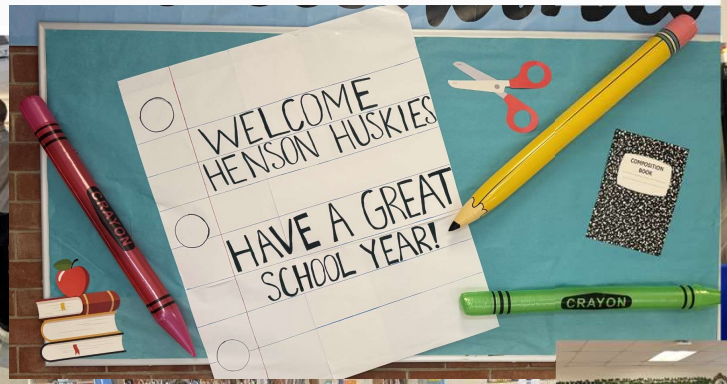
THINK. INSPIRE. GROW.

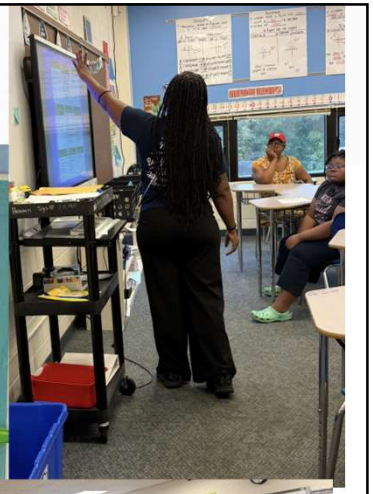
Charles County Public Schools

Home of the Huskies















MATTHEW HENSON

THROUGH MY WORDS AND ACTIONS, I PLEDGE TO BELIEVE IN MYSELF AND MY ABILITY TO DO MY BEST AT ALL TIMES. I WILL DEMONSTRATE HUSKY PRIDE, SPIRIT, AND COMMITMENT IN ALL I DO.

Pride ••• Spirit ••• Commitment

THINK. INSPIRE. GROW.

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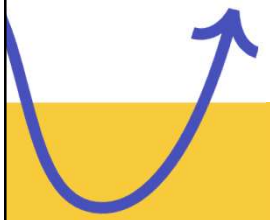
Why Continuous School Improvement

- ✓ 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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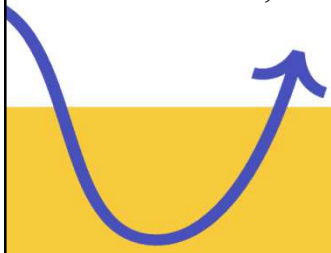
Why Continuous School Improvement

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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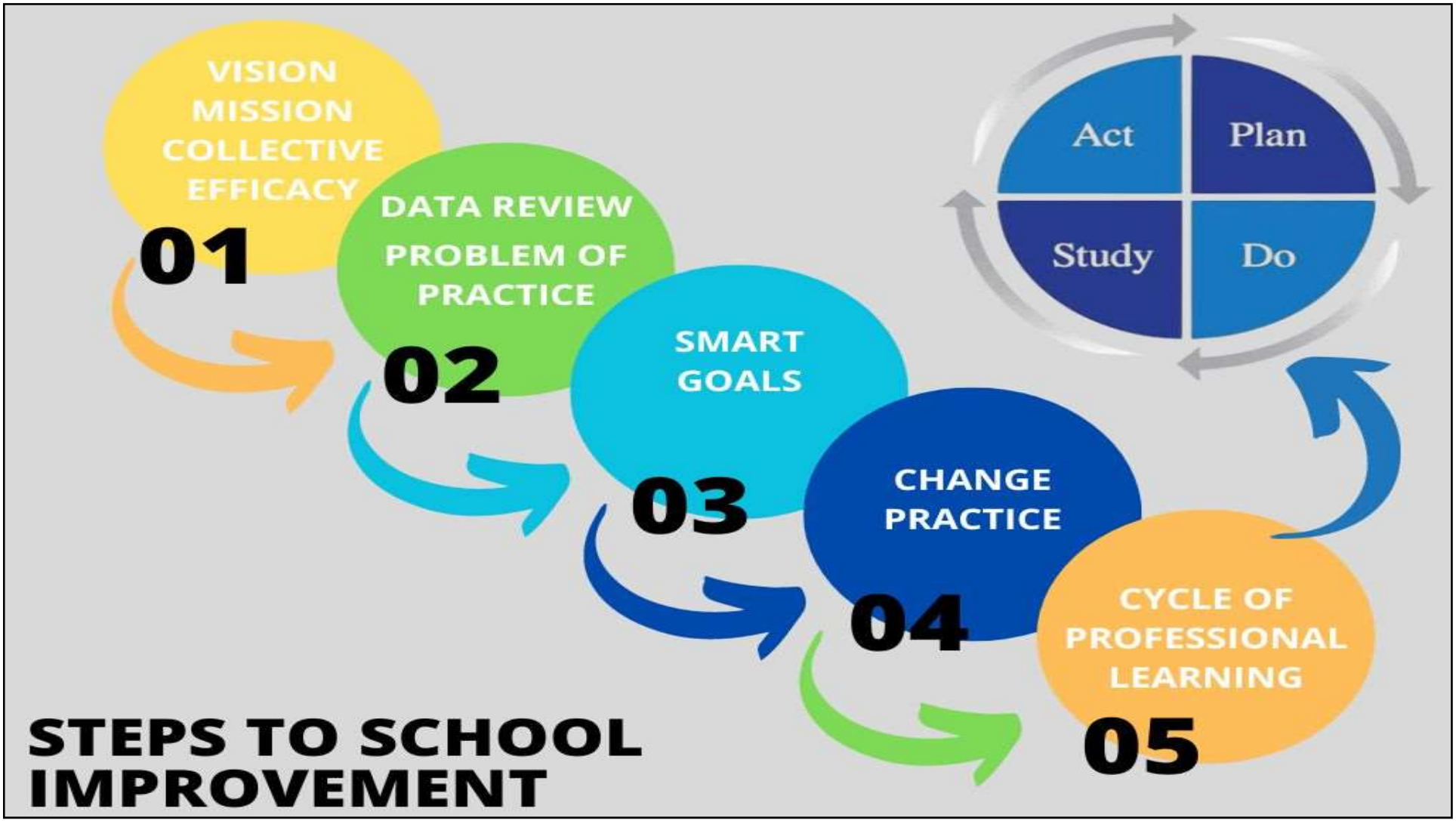
VISION
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CYCLE OF
PROFESSIONAL
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05
Act
Plan
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Do
STEPS TO SCHOOL
IMPROVEMENT

6

Insert School Name

Vision, Misson, 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 Families and Community Members,

At Matthew Henson Middle School, we believe that student success is strongest when schools, families, and the community work together. **This year, we are focused on providing engaging instruction, maintaining high expectations, fostering positive relationships, and helping students develop the skills they need to succeed academically and socially.** Our staff is committed to creating meaningful learning experiences that encourage critical thinking, collaboration, organization, and student ownership of learning. Through schoolwide instructional practices, AVID/WICOR strategies, positive behavior supports, and consistent expectations, we are building a culture where every student can thrive.

Families play a vital role in this work. You can support your child's success by:

- **Encouraging regular attendance and preparedness.**
- **Monitoring progress through Canvas and Synergy.**
- **Promoting organization and responsibility.**
- **Celebrating effort, growth, and achievement.**
- **Reinforcing positive behavior and decision-making.**
- Staying connected through school events and communications.

Throughout the year, we invite you to stay involved through PTO meetings, family events, newsletters, Apptegy updates, Open House programs, and other opportunities to connect with our school community.

Thank you for your partnership and support. Together, we will continue to create a positive learning environment where every student is supported, challenged, and inspired to succeed.

Together, We Are Huskies!

Data Summary

In the chart, please include five concise data points that identify the areas of need.

Data Reviewed: Spring 26 MCAP Assessments in ELA and Math iReady 25-26 scores in Reading and Math
Reading achievement improved significantly, with the school demonstrating its strongest ELA performance in recent years.
More students are reading at or near grade level, while fewer students require intensive reading support.
Math achievement showed continued improvement, with more students meeting proficiency expectations and fewer students performing at the lowest achievement level.
Students made notable growth in math throughout the year, with many moving closer to grade-level performance.
Academic progress in both reading and math reflects the impact of focused instruction, intervention supports, and student effort across the school.

School Problem of Practice & Smart Goals

Problem of Practice

- Over 50% of students are not proficient on the MCAP ELA and Math assessments, indicating a need to strengthen teaching and learning practices across the school

ELA Smart Goal

- Students demonstrating proficient/distinguished mastery on the ELA MSTAR will increase by 5% on the Spring 2027 assessment.

Mathematics Smart Goal

- Students demonstrating proficient/distinguished mastery on the Math MSTAR will increase by 5% on the Spring 2027 assessment.

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Cycle 1: Change Practice & Cycle of Professional Learning

Change Practice

Matthew Henson Middle School will improve student achievement through consistent instructional practices, collaborative teacher planning, and the use of AVID/WICOR strategies. Teachers will use student data and work samples to guide instruction and provide targeted support for all learners. Positive behavior supports and schoolwide organization systems will help create a structured environment that promotes student success.

Cycle of Professional Learning # 1 Overview

Cycle 1 professional learning will focus on strengthening collaborative planning, analyzing student work and assessment data, implementing AVID/WICOR strategies, and establishing consistent instructional expectations across classrooms. Teachers will use these practices to increase student engagement, provide targeted support, and make instructional decisions based on evidence of learning. Expected outcomes include improved reading and math growth, increased use of academic vocabulary and critical thinking skills, stronger student organization, and higher levels of engagement and achievement.

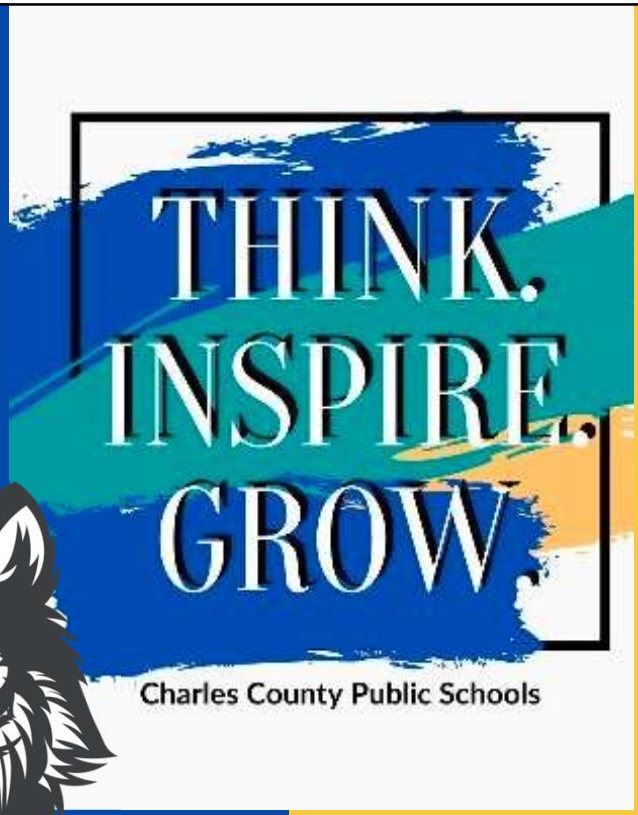
Cycle 1: Anticipated Outcomes

Anticipated Outcomes (Educators)	Anticipated Outcomes (Students)
Consistent implementation of schoolwide instructional expectations in every classroom.	Increased proficiency and growth in reading and math.
Regular participation in collaborative planning focused on student learning.	Greater engagement and participation in learning activities.
Increased use of AVID/WICOR strategies, academic vocabulary, and higher-order questioning.	Improved use of academic vocabulary and critical-thinking skills.
Use of student work and assessment data to adjust instruction and provide targeted support.	Stronger organization and ownership of learning through binder systems and goal setting.
Consistent implementation of PBIS practices and positive behavior supports to promote a productive learning environment.	More positive behaviors and fewer discipline referrals.

Charles County Public Schools Culture & Climate Cycle 1

Matthew Henson Middle School

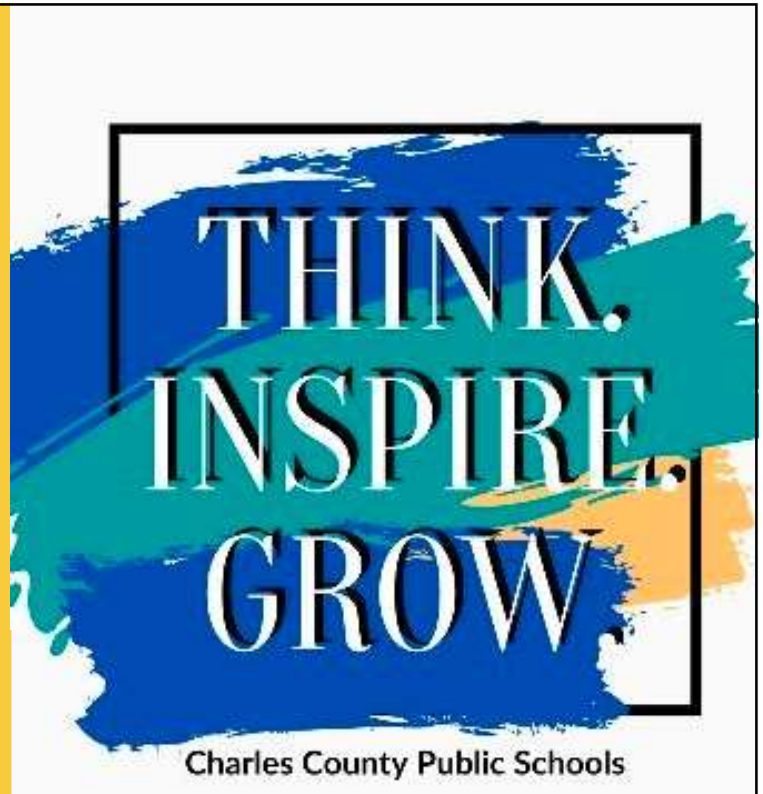




Culture & Climate Overview	
Data Overview	• A small group of students accounted for a disproportionate number of behavior referrals disruption and disrespect. • Behavior referrals were evident across all grade levels, impacting nearly one-third of students. • Students with behavior referrals consistently demonstrated lower academic performance, with outcomes worsening as referrals increased.
Culture & Climate Area of Focus	Last school year, disruption and disrespect accounted for 68% behavior referrals, reducing learning opportunities for the entire class and making it harder for the students involved to achieve academic success.
Smart Goal	Students identified as part of the target group will decrease their percentage of disruption and disrespect referrals from last year to this year by 10%.

Action Steps	
1	Identify and monitor students in the target group using monthly referral data reviews.
2	Meet biweekly, monthly, quarterly with students to review progress and adjust supports as needed.
3	Conduct family conferences for students with repeated referrals to build consistent school-home expectations.
4	Implement restorative practices following disruption and disrespect incidents to help students reflect and repair relationships.
5	Provide staff support and professional learning on proactive classroom management, de-escalation, and relationship-building strategies.
6	Recognize and celebrate positive behavior growth through incentives, acknowledgements, and student recognition programs.

THANK YOU FOR REVIEWING OUR PLAN!



Working Together To Achieve Excellence For Every Student . . .

We Appreciate Your Partnership!