

Madison Metropolitan School District



Badger Rock Middle School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

We are a group of dedicated staff, families, and community members committed to sustaining a school that provides deep and meaningful learning experiences for all students. Our curriculum, centered around real-world issues, is teacher-designed to meet common core standards and to be cross-curricular. Our garden-based experiences and project-based learning framework immerse students in authentic learning experiences while fostering relationships with the adjoining neighborhood center, surrounding gardens, local businesses, and community organizations.

Our strengths include our continual reflection and adjustment habits, constant collaboration, and unwavering commitment to our community and equity. The commitment is evidenced in our creativity and innovation to meet our students' needs (i.e. Saturday School) and partnerships with community organizations that provide additional funding and experiences for our students. Our staff uses a variety of data sources to reflect and adjust our teaching and student service practices. We constantly collaborate at every level of our school, including our school-based leadership team, student services staff, teaching teams and community organizations. As a result, students are immersed in a cohesive environment where they are able to pursue their own interests in a daily project time class, develop leadership skills in multi-age classes, and engage in unique opportunities like community biking, gardening & cooking, coding, or even designing a real high school. A multi-age model supports leadership and peer mentoring, where students learn leadership skills through specific experiences, such as entrepreneurial experiences and internships in our garden program and partnership with CEOs of Tomorrow. Monthly community dinners (as allowed by health guidelines) also provide a forum for students to showcase their learning, to practice real-world skills such as selling their produce or cooking for the community dinner, and to be celebrated by the families and the community. Our commitment to equity is evident in our total inclusion model utilizing co-teaching methods, resulting in strong outcomes for many marginalized groups. Our model utilizes at least two adults who plan and deliver instruction together in each classroom over three years."

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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 Forward

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Staff will Implement AVID strategies (note-taking, marking the text, word walls, and planners) & PBL Works Project Based Teaching Practices across ALL content areas to increase achievement and improve reading skills.

Performance Objective 2

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

Evaluation Data Source: Forward Math (Grades 3-8)

Strategy 1

Staff will Implement AVID strategies (note-taking, marking the text, word walls, and planners) & PBL Works Project Based teaching Practices (design & plan, assess student learning, engage and coach) across ALL content areas to increase achievement and improve math skills.

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

Increase attendance for all students through data analysis, universal systems (i.e., clear communication about attendance expectations), early intervention (i.e., positive family communication, clubs, plans for students with health concerns), and individual student support plans (attendance improvement plans and home visits) to support student and family needs.

Strategy 2

Badger Rock staff will create a safe and welcoming environment driven by student voice, self-advocacy, interest, and need.

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 Forward.

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Staff will Implement AVID strategies (note-taking, marking the text, word walls, and planners) & PBL Works Project Based Teaching Practices (with specific attention to Engage and Coach) across ALL content areas to increase achievement and improve reading 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 Forward.

Evaluation Data Source: Forward Math (Grades 3-8)

Strategy 1

Staff will Implement AVID strategies (note-taking, marking the text, word walls, and planners) & PBL Works Project Based Teaching Practices (with specific attention to Engage and Coach) across ALL content areas to increase achievement and improve math skills.

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

Badger Rock will improve two-way communication and partnerships with families and increase the percentage of families of color participating in school events (CommUNITY Dinners, the Governance Council, Family Ambassador Team).