

Madison Metropolitan School District



Black Hawk Middle School

State Report Card: Fails to Meet Expectations (1 star)

2025-2026 School Improvement Plan

School Overview

Black Hawk Middle School is a vibrant, diverse, and evolving northside Madison school with over 400 students and 60 staff. We hold anti-racist education as our top priority through our equity vision, school level planning, and decision making. Our staff is committed to working toward a more equitable, just, and rigorous educational experience for all students. Anti-racist education at Black Hawk means that all staff are committed to a community of learning - one in which we unpack our privileges and biases in order to strengthen our understanding of ourselves, one another, and the system and institution we work in. We work toward this vision by uplifting and celebrating Black Excellence, developing meaningful relationships with families and students, and centering the cultural strengths of our community. Excellence for all requires many commitments: a spirit of inquiry, collaboration and discourse, asking for and listening to multiple perspectives, addressing the root causes of inequity, and adapting to challenges in innovative ways.

Overall School Demographics

- 9% Asian
 - 30% Black/African American
 - 19% Hispanic/Latino
 - 10% Multiracial
 - 27% White
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- 29% ELL
 - 68% Low Income
 - 15% SPED

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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 the Forward Exam.

Evaluation Data Source: Forward ELA (Grades 6-8)
(Progress Monitored by Screener Data)

Strategy 1

High-quality Core Instruction in ELA: We will ensure all students experience a standards-aligned curriculum that facilitates rigorous grade-level reading, thinking, and instruction. We will intentionally plan for scaffolds, checking for understanding, structures for no-opt-out-learning. We will utilize a collaborative teaming structures with a focus on high quality instructional planning and data analysis.

Strategy 2

We will learn, teach and implement school wide student engagement protocols to propel no opt-out learning, increase student discourse and increase student cognitive load.

Strategy 3

Staff will deliver targeted skill instruction in the area of literacy using the science of reading (Lexia Power Up) & small group instruction. Staff will use assessment & platform instructional data to drive and monitor targeted, differentiated instruction during the Targeted Skills time.

Strategy 4

We will unpack our biases and disrupt our deficit thinking in order to dismantle a Pedagogy of Pity. We will develop our practices as Warm Demanders.

Performance Objective 2

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

Evaluation Data Source: Forward Math (Grades 6-8)
(Progress Monitored by Screener Data)

Strategy 1

High Quality Core Instruction We will ensure all students experience a standards-aligned curriculum that facilitates rigorous grade-level reading, thinking, and writing to achieve proficiency in math. We will intentionally plan for scaffolds, checking for understanding, and structures for no-opt-out learning. Co-Plan, Co-Teach, Co-serve We will utilize a collaborative teaming structure with a focus on high quality instructional planning and data analysis.

Strategy 2

We will learn, teach and implement school wide student engagement protocols to increase student collaboration in mathematics and increase student cognitive load.

Strategy 3

Teachers will use student data from the CPM curriculum or Illustrative mathematics and assessments to plan for and provide differentiated math instruction during Targeted Skills. Teachers will use data from iReady to plan for and provide targeted math instruction to build on knowledge, skills and accelerate learning for students that need additional support beyond core.

Strategy 4

We will unpack our biases and disrupt our deficit thinking in order to dismantle a Pedagogy of Pity. We will develop our practices as Warm Demanders.

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

RELATIONSHIPS: We will deepen our partnerships with families and communities to build trust and influence our decisions/actions, through increased communication, family events offerings, and active presence in community partnerships.

Strategy 2

We will increase the positive fabric of our community by establishing meaningful relationships in Crew.

Performance Objective 2

By the end of three years, we will have increased our students' sense of safety and belonging by reducing our exclusionary practices (OSS/ISS) by at least 25%.

Evaluation Data Source: EduClimber

Strategy 1

We will utilize Restorative Justice practices to effectively address behavior, respond to conflict, and repair harm. We strive to grow our RJ practices to be a permeating school philosophy. We will implement school wide PBIS and RJ practices in order to reduce the disproportionate suspension rates for our students of color. When our students miss instruction, they miss opportunities to learn and grow.

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 the Forward Exam.

Evaluation Data Source: Forward ELA (Grades 6-8)
Progress Monitored by Screener Data.

Strategy 1

High-quality Core Instruction in ELA: We will ensure all students experience a standards-aligned curriculum that facilitates rigorous grade-level reading, thinking, and writing. We will intentionally plan for scaffolds, checking for understanding, structures for no-opt-out-learning. We will utilize a collaborative teaming structures with a focus on high quality instructional planning and data analysis.

Strategy 2

We will learn, teach and implement school wide student engagement protocols to propel no opt-out learning, increase student discourse and increase student cognitive load.

Strategy 3

Staff will deliver targeted skill instruction in the area of literacy using the science of reading (Lexia Power Up) & small group instruction. Staff will use assessment & platform instructional data to drive and monitor targeted, differentiated instruction during the Targeted Skills time.

Strategy 4

We will unpack our biases and disrupt our deficit thinking in order to dismantle a Pedagogy of Pity. We will develop our practices as Warm Demanders.

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 the Forward Exam.

Evaluation Data Source: Forward Math (Grades 6-8)
Progress Monitored by Screener Data

Strategy 1

High Quality Core Instruction We will ensure all students experience a standards-aligned curriculum that facilitates rigorous grade-level reading, thinking, and instruction to achieve proficiency in math. We will intentionally plan for scaffolds, checking for understanding, and structures for no-opt-out learning. Co-Plan, Co-Teach, Co-serve We will utilize a collaborative teaming structure with a focus on high quality instructional planning and data analysis.

Strategy 2

We will learn, teach and implement school wide student engagement protocols to increase student collaboration in mathematics and increase student cognitive load.

Strategy 3

Teachers will use student data from the CPM curriculum or Illustrative mathematics and assessments to plan for and provide differentiated math instruction during Targeted Skills. Teachers will use data from iReady to plan for and provide targeted math instruction to build on knowledge, skills and accelerate learning for students that need additional support beyond core.

Strategy 4

We will unpack our biases and disrupt our deficit thinking in order to dismantle a Pedagogy of Pity. We will develop our practices as Warm Demanders.

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. EduClimber/IC/Data Dashboard (Source)

Strategy 1

We will increase the positive fabric of our community by establishing meaningful relationships in Crew.

Performance Objective 4

By the end of three years, we will have increased our students' sense of safety and belonging by reducing our exclusionary practices (OSS/ISS) by at least 50% for students who are Black.

Evaluation Data Source: ISS/OSS rates, attendance rates (EduClimber, Data Dashboard, IC)

Strategy 1

RELATIONSHIPS: We will deepen our partnerships with families and communities to build trust and influence our decisions/actions, through increased communication, family events offerings, and active presence in community partnerships.