

Madison Metropolitan School District



Memorial High School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

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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 ACT

Evaluation Data Source: ACT Reading (Grade 11)

Strategy 1

All instructional staff will engage in professional development to deepen their understanding of standards-based learning practices and application for planning classroom instruction and assessments.

Strategy 2

All teachers will explicitly teach disciplinary literacy and numeracy skills using AVID WICOR strategies with grade-level texts and monitor student progress.

Strategy 3

Core Content PLCs will explore the ACT format, connection to content area standards, and related available resources in order to create classroom experiences that better prepare students for success on the ACT.

Performance Objective 2

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

Evaluation Data Source: ACT Math (Grade 11)

Strategy 1

All instructional staff will engage in professional development to deepen their understanding of standards-based learning practices and application for planning classroom instruction and assessments.

Strategy 2

All teachers will explicitly teach disciplinary literacy and numeracy skills using AVID WICOR

strategies with grade-level texts and monitor student progress.

Strategy 3

Core Content PLCs will explore the ACT format, connection to content area standards, and related available resources in order to create classroom experiences that better prepare students for success on the ACT.

Performance Objective 3

By the end of three years, we will have increased HS completion by 3 percentage points as measured by 4-year cohort graduation rates from DPI.

Evaluation Data Source: 4-year cohort graduation rates from DPI

Strategy 1

Implement our CCCR, developmental guidance, and SSIT practices with fidelity to develop post-secondary plans, monitor progress towards completion, and to intervene as needed to ensure students leave with clear plans for life beyond high school.

Strategy 2

Develop a shared understanding among staff of our full array of credit-recovery options, including the admission process, curricular scope and sequence, evidence of completion, and credit attainment parameters to collectively ensure students have access to robust credit-recovery as needed.

Strategy 3

Develop a shared understanding among staff of our full array of early college opportunities and completion alternatives through Innovative High, including admission process, curricular scope and sequence, outcomes and evidence of completion, and credit attainment parameters to collectively ensure students have full access to early college opportunities and completion alternatives as needed.

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

Further develop the Attendance Team and associated Focus Group Attendance Sub Committees

Strategy 2

Continue to develop attendance messaging systems, to include universal messaging, enhanced truancy communication systems, and student facing interventions.

Strategy 3

Further Develop intervention and communication processes for students with repeated tardiness.

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 ACT

Evaluation Data Source: ACT Reading (Grade 11)

Strategy 1

Develop and implement a system to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.

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 ACT

Evaluation Data Source: ACT Math (Grade 11)

Strategy 1

Develop and implement a system to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.

Performance Objective 3

By the end of three years, we will have increased our African American students' HS completion rates by 6 percentage points as measured by 4-year cohort graduation rates from DPI.

Evaluation Data Source: 4-year cohort graduation rate from DPI for African Americans

Strategy 1

Develop and implement a system to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.

Performance Objective 4

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

Strategy 1

Develop and implement a system to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.