Madison Metropolitan School District

Capital High School

2025-2026 School Improvement Plan

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School Overview

In the 23-24 school year, Capital is coming together to serve students across the district at one campus (previously 3 smaller campuses). We provide personalized learning that is guided by each student's progress on grade level benchmarks. With an emphasis on growth, students graduate from Capital by portfolio that outlines their self-knowledge, mastery of content and post-high school plans. Academic instruction is guided by a competency model which recognizes that mastery of concepts requires multiple opportunities to explore ideas and to take risks in order to make growth over time. Capital is also designed in an advisory model that develops supportive teams of peers and staff who work in partnership to champion success.

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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

Staff will collaborate to create a focused plan for building up students' awareness of the purpose/format of standardized tests in order to increase students' participation in these assessments.

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

Staff will collaborate to create a focused plan for building up students' awareness of the purpose/format of standardized tests in order to increase students' participation in these assessments.

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

Ensure every student graduates with a clear, supported postsecondary plan through consistent CCCR implementation across grades 9-12 which includes integrated lessons and experiences that connect to career, college, and community readiness.

Strategy 2

Develop and implement a system of focused support for students to meet expectations of competency as outlined in Capital's graduation requirements; review student achievement at 12 week progress grades and adjust second semester class schedule and teaching assignments to incorporate benchmark recovery 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 80% or higher by 10 percentage points.

Evaluation Data Source: Percent of students with 80% or higher attendance rate.

Strategy 1

Monthly Attendance celebrations for students who attend 80% or more, as well as for students who improved on their prior month's attendance by 10%.

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 African American students with a staff mentor who will create individualized learning plans (ILP), focusing first on 9th and 12th grades for the 25-26 school year and all grades thereafter.

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 African American students with a staff mentor who will create individualized learning plans (ILP), focusing first on 9th and 12th grades for the 25-26 school year and all grades thereafter.

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 African American students with a staff mentor who will create individualized learning plans (ILP), focusing first on 9th and 12th grades for the 25-26 school year and all grades thereafter.

Performance Objective 4

By the end of three years, we will have increased our African American students' attendance rate of 80% or higher by 10 percentage points.

Evaluation Data Source: Percent of African American students with 80% or higher attendance rate.

Strategy 1

Develop and implement a system to provide African American students with a staff mentor who will create individualized learning plans (ILP), focusing first on 9th and 12th grades for the 25-26 school year and all grades thereafter.

Strategy 2

Monthly Attendance celebrations for students who attend 80% or more, as well as students who improved on their prior month's attendance by 10%.