Madison Metropolitan School District

East High School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

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School Overview

East High School has been the heart of the Eastside of Madison, Wisconsin since 1922. As we have evolved from an historically blue collar community to one of the most wonderfully diverse schools in the state, our legendary Eastside Pride has only grown stronger. Our students, staff, families and neighbors share a unique connection and commitment to community activism and social justice. Though we have made strides toward equity at East, this document is an acknowledgement of the hard work ahead if we are to achieve truly equitable opportunities and learning outcomes for ALL members of our school community.

Our East High student body is a microcosm of the world, comprising humans of many races, ethnicities, religions, languages, origins, gender identities, familial structures, socioeconomic statuses, and other identities. Their brilliance, joy, love, creativity, resilience and empathy make East the special place that it is and serve as a constant inspiration for our staff and community.

We are committed to ensuring a smooth transition and to providing all students with any supports necessary to ensure their success. This past year we continued fine tuning our system to keep our incoming 9th Grade students on track to graduate, and saw a 3% (update) increase in students on-track- to graduate. Our participation rates for the ACT and Advanced Placement (AP) Testing have also increased in the past academic year. We fine-tuned at intergated systems for supporting high-quality, culturally and linsgustically responsive practices (Big 3, DD, LP). We continued to work with Equal Opportunity Schools and our participation rate for Advanced Placement (AP)increased by 10% for all students, and over 10% for underrepresented students of color.

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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 staff will implement a standards-based learning model to cultivate a growth mindset and improve student outcomes. By committing to a continuous cycle of planning, teaching, reflecting, and adjusting, we will empower students with the skills they need for self-reflection and continuous learning.

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 skills bands and the connection to content area standards, in order to create classroom experiences that better prepare students for success.

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 staff will implement a standards-based learning model to cultivate a growth mindset and improve student outcomes. By committing to a continuous cycle of planning, teaching, reflecting, and adjusting, we will empower students with the skills they need for self-reflection and continuous learning.

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 skills bands and the connection to content area standards, in order to create classroom experiences that better prepare students for success.

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 3CR with fidelity through developmental guidance and 3CR Advisory practices 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

Implement SSIT practices with fidelity to monitor student progress towards graduation and intervene as needed using a tiered system of interventions. Monitor leading and lagging indicators towards graduation.

Strategy 3

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 4

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.

Strategy 5

Principals will review teacher and course grade data monthly and will utilize the Administrative Process for Support of Teachers and Teams. Principals will also notice trends in data to bring to ILT for collabortative problem solving.

Strategy 6

Implement as mentoring program with students who are not passing classes and/or students behind in graduation credits. We will be utilizating the Start Strong/Finish Strong program. We will Integrate SES/MCS mentoring.

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

Staff will roll out and implement a hallway and attendance system that provides students and families with clear expectations around attendance, constant communication about their student's attendance, and celebrations of student success.

Strategy 2

Support student who are close to being "on track" (90% or higher) with attendance through Success Teams and SSIT support. SSIT will continue supporting Tier 3 students and improving communication with classroom teachers about any new developments for SSIT supported students.

Strategy 3

For students with IEPs who reach 10 days of absences, Case Managers will consult with an SSIT team member regarding attendance support prior to the family IEP meeting/ Review and Revise.

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

All staff will implement a standards-based learning model to cultivate a growth mindset and improve student outcomes. By committing to a continuous cycle of planning, teaching, reflecting, and adjusting, we will empower students with the skills they need for self-reflection and continuous learning.

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 skills bands and the connection to content area standards, in order to create classroom experiences that better prepare students for success.

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

All staff will enAll staff will implement a standards-based learning model to cultivate a growth mindset and improve student outcomes. By committing to a continuous cycle of planning, teaching, reflecting, and adjusting, we will empower students with the skills they need for self-reflection and continuous learning.gage in professional development to build a standards-based learning environment and mindset that supports equitable grading practices.

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 skills bands and the connection to content area standards, in order to create classroom experiences that better prepare students for success.

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

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

Implement SSIT practices with fidelity to monitor student progress towards graduation and intervene as needed using a tiered system of interventions. Monitor leading and lagging indicators towards graduation.

Strategy 3

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 4

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.

Strategy 5

Principals will review teacher and course grade data monthly and will utilize the Administrative Process for Support of Teachers and Teams to follow up with a conversation to provide support

to specific teachers in order to get students back on track.

Strategy 6

Implement a mentoring program with students who are not passing classes and/or students behind in graduation credits. We will be utilizating the Start Strong/Finish Strong program. We will also integrate SES/MCS mentoring.

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.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

Staff will roll out and implement a hallway and attendance system that provides students and families with clear expectations around attendance, constant communication about their student's attendance, and celebrations of student success.

Strategy 2

Support students who are close to being "on track" (90% or higher) with attendance through Success Teams and SSIT support. SSIT will continue supporting Tier 3 students and improving communication with classroom teachers about new developments for SSIT supported students.

Strategy 3

For students with IEPs who reach 10 days of absences, Case Managers will consult with an SSIT team member regarding attendance support prior to the family IEP meeting/ Review and Revise.