

Madison Metropolitan School District



La Follette High School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

La Follette High School is rebuilding from the ground up, both literally and metaphorically. We are in the midst of a referendum so have spent much of the school year without ceilings and floors. Similarly, we are rebuilding the culture of our school, redefining what it means to be a Lancer, both as a community member and as a scholar. Our students have determined that we are the SOUL of the city, lifting up the STRENGTH, OPPORTUNITIES, UNITY, and LEADERSHIP we have among our students and staff. In the 2023-2024 school year, we will continue to explore our SOUL, increasing the academic rigor and universal expectations in our community.

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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 n

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

Refine our truancy process and how we pay attention to chronic absenteeism with a focus on preventative student and family engagement and messaging, as well as effective interventions.

Strategy 2

Develop a system for monitoring tardy data and a tiered response to 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 for an identified focus group of Black or African American students and other students of color to increase academic achievement and overall engagement.

Strategy 2

Continue AP recruitment and retention efforts for students of color.

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 for an identified focus group of Black or African American students and other students of color to increase academic achievement and overall engagement.

Strategy 2

Continue AP recruitment and retention efforts for students of color.

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.

Strategy 1

Develop and implement a system for an identified focus group of Black or African American students and other students of color to increase academic achievement and overall engagement.

Strategy 2

Establish a communication plan and consistent meeting cadence for our Black / African American families patterned after our Booster meetings and Multilingual Family Nights.

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

Develop and implement a system for an identified focus group of Black or African American students and other students of color to increase academic achievement and overall engagement.

Strategy 2

Establish a communication plan and consistent meeting cadence for our Black / African American families patterned after our Booster meetings and Multilingual Family Nights.