Madison Metropolitan School District

Wright Middle School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

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School Overview

At Wright Middle School, we ensure that we provide learning opportunities that focus on our scholar's developing identities and are centered on social action and social justice. Wright believes that involvement in the community is the foundation of community, college and career readiness. Our community partnerships are vast and encompass many entities that support our vision by providing in-kind, monetary and service support to scholars. Our family engagement strategies of communication, connection, collaboration, partnership and outreach with families elicit high parental engagement, support and efficacy.

Wright has a well developed Advisory class where students form deep relationships with each other and staff while engaging in student-centered learning that focuses on their developing identities and social and emotional needs. Lessons learned in Advisory by students and staff are often carried into all classes throughout the school day. We are identified as a Community Eligibility Provision (CEP) school. This allows all scholars to receive free breakfast and lunch. As a school, after soliciting feedback from our families, scholars, and staff, it was decided to require scholars to wear uniforms. These things allow all scholars to feel valued, supported, and included in our community -- not singled out as different due to circumstances outside of their control.

Our recognition and certification as an AVID National Demonstration School provides us with the distinction of being the first middle school in the state of Wisconsin to be recognized as such. As a school, our focus on equity work has evolved over the past 8 years. Our commitment to equity and access for all is rooted in doing work individually and collaboratively.

School-wide Literacy Development Wright will focus on literacy development by giving teachers the skills they need to accurately identify areas of student needs and the tools to target those needs in order to ensure growth in literacy and successful opportunities for scholars to engage with grade level learning and beyond to support scholars' journey to community, college, and career readiness.

Identity Development Wright desires for scholars, staff and families to see and learn about authentic, relevant, different and opposing racial, cultural, and social narratives. Wright is dedicated to providing the necessary resources, time, classroom opportunities, and support for risk taking and learning in order to establish experiences for our staff, families, and scholars to create expansive narratives of and for themselves. These expansive narratives will empower our scholars, staff, and families to craft courageous knowledge of who we are, how we belong to each other, and how we use our voice to walk authentically in our being., therefore building and developing a strong sense of identity to support them in their journey to community, college, and career readiness.

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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 Forward.

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Teachers of English Language Arts, Special Education, Bilingual Resource, English as a Second Language, and Social Studies will utilize a teaming structure to plan grade-level lessons using the core curricular resources. The team will work together to design scaffolds, checks for understanding, and structures for using academic language to support student discourse and grade-level understanding. The team will follow the District's ELA Scope and Sequence, Pacing Guides, and the MMSD Assessment Plan.

Strategy 2

Use literacy achievement data to target reading instruction for students with reading Lexiles below grade level. Identified students will receive intensive, small-group, reading instruction from our Reading Specialist and/or ELA teachers using science of reading strategies. Eighth grade students will be expected to read two articles per week from Newsela. Beginning November 3, sixth and seventh grade students will be required to complete 45 minutes of i-Ready reading per week. Prior to November 3, students in these grades were completing Newsela articles.

Performance Objective 2

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

Evaluation Data Source: Forward Math (Grades 3-8)

Strategy 1

Teachers of Math, Special Education, Bilingual Resource, English as a Second Language, and Science will utilize a teaming structure to plan grade-level lessons using the core curricular resources. The team will work together to design scaffolds, checks for understanding, and structures for using academic language to support student discourse and grade-level understanding. The team will follow the District's Math Scope and Sequence, Pacing Guides, and the MMSD Assessment Plan.

Strategy 2

Teachers will use small group targeted instruction, i-Ready Teacher Toolkit materials, and reteaching to increase number-skills proficiency during extended math. All students (except those placed in Algebra I) will be expected to engage with their personalized i-Ready instructional path for at least 45 minutes per week. Sixth-graders will engage in 65 minutes of learning on their instructional path.

Performance Objective 3

100% of teaching staff will implement rigorous, standards-based, grade-level learning using high-leverage instructional and assessment strategies from AVID and curricular resources as measured by walk-through data and AVID SIT evidence.

Evaluation Data Source: Coaching and Certification Instrument for AVID (CCI)
Walkthrough data

Strategy 1

Students will demonstrate academic thinking through the AVID Critical Reading process (Activate, Engage, and Extend) by proficiently applying, analyzing, evaluating, and synthesizing ideas from texts, as shown through the creation of at least two 'extend beyond the text' artifacts in each subject area each quarter.

Strategy 2

All teachers will continually improve their knowledge and understanding of WICOR Strategies through individual and collaborative study. Walk-through tools and SIT evidence will indicate consistent use of school-wide AVID strategies.

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 by 10%.

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

Strategy 1

The Student Services team, the Restorative Justice Coordinator, and the School Secretary meet biweekly to review data. Letters are sent to families at predetermined intervals. When scholars with low attendance arrive at school, the School Secretary notifies a person from SST or RJ, and that person meets with the scholar to determine their needs and explore ways the school can support them.

Strategy 2

Weekly recognition of meeting 90%+ yearly attendance goal with quarterly incentives.

Strategy 3

Students will develop skills to become positive community members who use Restorative Justice guiding principles to resolve conflict.

Performance Objective 2

Wright will build strong family-school connections.

Evaluation Data Source: District Climate Survey "Family Scorecard."

Strategy 1

Parent Ambassador Group and CLEAR Academy Family Meetings will be scheduled at least bimonthly. Attendance will be a topic for these meetings during this school year.

Strategy 2

Families will receive weekly communication regarding school events, school/family resources, assignment completion, student achievement, and attendance.

Performance Objective 3

Each of Wright's staff members will feel valued, connected to the community, and respected.

Evaluation Data Source: Staff Climate Survey

Strategy 1

Staff recognition and purposeful acts of service/gratitude throughout the year.

Strategy 2

Increase the number of fellowship activities.

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 Forward.

Evaluation Data Source: Forward ELA (Grades 3-8)

Strategy 1

Teachers of English Language Arts, Special Education, Bilingual Resource, English as a Second Language, and Social Studies will utilize a teaming structure to plan grade-level lessons using the core curricular resources. The team will work together to design scaffolds, checks for understanding, and structures for using academic language to support student discourse and grade-level understanding. The team will follow the District's ELA Scope and Sequence, Pacing Guides, and the MMSD Assessment Plan.

Strategy 2

Use literacy achievement data to target reading instruction for students with reading Lexiles below grade level. Identified students will receive intensive, small-group, reading instruction from our Reading Specialist and/or ELA teachers using science of reading strategies. Eighth grade students will be expected to read two articles per week from Newsela. Beginning November 3, sixth and seventh-grade students will be required to complete 45 minutes of i-Ready reading per week. Prior to November 3, students in these grades were completing Newsela articles.

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 Forward.

Evaluation Data Source: Forward Math (Grades 3-8)

Strategy 1

Teachers of Math, Special Education, Bilingual Resource, English as a Second Language, and Science will utilize a teaming structure to plan grade-level lessons using the core curricular resources. The team will work together to design scaffolds, checks for understanding, and structures for using academic language to support student discourse and grade-level understanding. The team will follow the District's Math Scope and Sequence, Pacing Guides, and the MMSD Assessment Plan.

Strategy 2

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Performance Objective 3

By the end of three years, we will have increased our African American students' attendance rate by 15 percentage points.

Evaluation Data Source: Percent of African American students with 76.1% or higher attendance rate.

Strategy 1

The Student Services team, the Restorative Justice Coordinator, and the School Secretary meet biweekly to review data. Letters are sent to families at predetermined intervals. When scholars with low attendance arrive at school, the School Secretary notifies a person from SST or RJ, and that person meets with the scholar to determine their needs and explore ways the school can support them.