

Madison Metropolitan School District



Sherman Middle School

State Report Card: Meets Few Expectations (2 star)

2025-2026 School Improvement Plan

School Overview

Sherman Middle School is an important part of the Northside community. We consider ourselves a village. Our team is working hard to ensure that Sherman is a place where all students can be their most authentic selves. We are currently on a positive trajectory and looking forward to even more opportunities for our future students. We are proud that Sherman is a place where MMSD's core values of excellence, belonging, racial equity & social justice, voice, creativity, and focus are centered.

Sherman's strengths begin with a supportive staff community who work from their collective experiences to develop an anti-racist organization. Scholars are always at the center of our work, ensuring emotional and academic growth. Sherman leverages strong educational partnerships and relationships with families and the community to move students toward success.

New and Improved: Our students have made continuous academic and behavioral growth in the face of the COVID interruption. Between consistent family communication and quarterly events, we have celebrated our students, their families, and our community.

Literacy lives in all disciplines; therefore, we will engage students with rigorous, standards-aligned, culturally and linguistically responsive learning experiences. We will leverage the skills and expertise of all staff, including specialized support staff, to provide students with enriching and meaningful opportunities that will meet the unique needs of our students, both as learners and as social-emotional beings.

We believe in providing grade level, standards-based instruction while extending growth through experiential learning. We provide robust opportunities for social emotional development. When we also add strong family and community engagement, we wrap supports around the whole child, such that our Sherman Scholars will be Community, Career, and College ready.

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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 Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Staff will intentionally co-plan across content areas and in grade-level teams to deepen their understanding of rigorous, grade-level standards. This planning will be strategically focused on making grade-level content and rigor accessible to all students (SWD, ML, etc.).

Strategy 2

Staff will confer with students about their literacy data on a quarterly basis, to have students reflect on and set goals to identify strategies that will help improve their literacy proficiency.

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Teachers will use student data to plan for and provide targeted instruction to accelerate learning for students that need additional support beyond core.

Strategy 2

Staff will confer with students about their math data on a quarterly basis, to have students reflect on and set goals to identify strategies that will help improve their math proficiency.

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

We will be partnering with the R&I to pilot a system of monitoring daily attendance while utilizing structured goal setting around attendance.

Strategy 2

School staff will utilize efforts to engage families & communities in robust PBIS supports to ensure family and student connection & sense of value & belonging in our school environment. This includes but is not limited to our Attendance Incentive Plan.

Performance Objective 2

Sherman Middle School will increase the percent of African American Students with 90% + yearly attendance by 5%.

Evaluation Data Source: Formative Review Data: Completion of our PBIS plan. Ensuring we have done the action steps in that plan.

Strategy 1

We will be partnering with community agencies to support the social, emotional learning and development of our African American Students.

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 Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Staff will intentionally co-plan across content areas and in grade-level teams to deepen their understanding of rigorous, grade-level standards. This planning will be strategically focused on making grade-level content and rigor accessible to all students (SWD, ML, etc.).

Strategy 2

Teachers monitor African American student data on literacy grade level focus standards and use the information to plan for core and small group instruction that targets students' needs.

Strategy 3

Teachers monitor African American student data on literacy grade level focus standards and use the information to plan for core and small group instruction that targets students' needs.

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 Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Staff will monitor African American student data on math grade-level focus standards and use the information to plan for core and small-group instruction that targets students' needs.

Strategy 2

Teacher teams comprised of core Math, ESL/BRT, CC, AL, math interventionist, and/or instructional coach will collaborate biweekly on language-attentive strategies in service of grade-level math skill development.

Strategy 3

Staff will engage in continuous data monitoring cycles and strategically disaggregate data to monitor African American students' growth and proficiency rates.

Performance Objective 3

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

School staff will utilize efforts to engage families & communities in robust PBIS supports to ensure family and student connection & sense of value & belonging in our school environment. This includes but is not limited to our Attendance Incentive Plan, Student Goal setting and Student Led Conferences that speak to student reflection on attendance. By the end of 25-26 school year, Sherman Middle School, will increase the percent of AA students with 90%+ yearly attendance by 25%.

Strategy 2

We will be partnering with community agencies to support the socio-emotional learning and development of our African American Students. We will be building out mentoring supports for African American identifying girls and boys.