

Madison Metropolitan School District



Shabazz High School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

School Overview

Shabazz City High School remains the school of choice for students seeking to belong to a safe, engaging, and authentic learning community, and who want to pursue 4 year post-secondary options. Shabazz is a leader in scholars centered practices where scholarss demonstrate their learning through authentic tasks and continually reflect on their growth and change demonstrated through many of our classroom setting-especially project based learning. At Shabazz, scholars engage in in-depth inquiry of real world tasks that ask them to effektivly communicate, think critically and creatively, set goals, engage positively in the community, and find their own path. In doing so, Shabazz prepares them for the demands of college and career.

Table of Contents

Goals	4
Goal 1 : Every child is on track to graduate ready for college, career, and community.	5
Goal 2 : The district and every school in it is a place where children, staff, and families t...	8
Goal 3 : African American children and youth excel in school.	9



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, reading, writing, and numeracy skills using AVID WICOR strategies with grade-level texts and monitor student progress.

Strategy 3

Core Content teams 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.

Strategy 4

Staff will explore and implement use of data, support systems, and feedback systems to help students make meaningful connections

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)

Summative Evaluation: Some progress made toward meeting Performance Objective

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, reading, writing, and numeracy skills using AVID WICOR strategies with grade-level texts and monitor student progress.

Strategy 3

Core Content teams 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.

Strategy 4

Staff will learn about and design a building wide system for supporting the development of math skills. Specifically staff will engage students in supplemental IXL Math practice and analyze student progress

Performance Objective 3

By the end of three years, we will have increased HS completion by 3 percentage points as measured by 5-year cohort graduation rates from DPI.

Evaluation Data Source: 4-year cohort graduation rates from DPI

Strategy 1

Continue to refine and implement support systems 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

Through project based learning and field experiences, staff will expose students to authentic experiences that will inform college and career options after high school.

Strategy 3

Using CCCR practices, the E3 model, Wakelet, and the grad profile, staff will support students in reflecting and documenting their personal and academic growth and how those skills will support them with their vision of themselves after high school.

Strategy 4

Staff will use a school-wide support systems of Student Support Days and Wildflower Time to provide academic support and college/career enrichment opportunities

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 learn about and implement PBL instructional practices into content areas (hands on experiences, student driven inquiry, authentic problems, and field experiences)

Strategy 2

Staff will continue and improve a system for reflecting and celebrating attendance (both staff and students) in order to foster a thriving school culture.

Strategy 3

Cultivate and growing a sense of belonging among students through E3 group community building, intentional anti-racist strategies, and all school celebrations

Strategy 4

Increase communication between students, families, and the school with a focus on restorative practices, increasing awareness about attendance trends, sharing data, and fostering a caring community.

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

Staff will utilize culturally relevant pedagogical practices in the classroom to cultivate a inclusive classroom culture

Strategy 2

Intentional professional development around restorative justice with a focus on healthy conflict, and community, that supports engaging in intentional family communication and internal reflection

Strategy 3

Intentional monitoring of student progress and data with the purpose of support and intervention. Specifically identifying attendance and intervention courses for targeted group and sharing data with families

Strategy 4

Extended learning opportunities and academic supports, to create academic and community connections (all school celebrations, wildflower time, student support days)

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

Staff will utilize culturally relevant pedagogical practices in the classroom to cultivate a

inclusive classroom culture

Strategy 2

Intentional professional development around restorative justice with a focus on healthy conflict, and community, that supports engaging in intentional family communication and internal reflection

Strategy 3

Intentional monitoring of student progress and data with the purpose of support and intervention. Specifically identifying attendance and intervention courses for targeted group and sharing data with families

Strategy 4

Extended learning opportunities and academic supports, to create academic and community connections (all school celebrations, wildflower time, student support days)

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 5-year cohort graduation rates from DPI.

Evaluation Data Source: 4-year cohort graduation rate from DPI for African Americans

Strategy 1

Staff will utilize culturally relevant pedagogical practices in the classroom to cultivate a inclusive classroom culture

Strategy 2

Intentional professional development around restorative justice with a focus on healthy conflict, and community, that supports engaging in intentional family communication and internal reflection

Strategy 3

Intentional monitoring of student progress and data with the purpose of support and intervention. Specifically identifying attendance and intervention courses for targeted group and sharing data with families

Strategy 4

Extended learning opportunities and academic supports, to create academic and community

connections (all school celebrations, wildflower time, student support days)

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 utilize culturally relevant pedagogical practices in the classroom to cultivate a inclusive classroom culture

Strategy 2

Intentional professional development around restorative justice with a focus on healthy conflict, and community, that supports engaging in intentional family communication and internal reflection

Strategy 3

Intentional monitoring of student progress and data with the purpose of support and intervention. Specifically identifying attendance and intervention courses for targeted group and sharing data with families

Strategy 4

Extended learning opportunities and academic supports, to create academic and community connections (all school celebrations, wildflower time, student support days)