

Madison Metropolitan School District



Spring Harbor Middle School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

In our global economy and workplace, employees must be able to collaborate and problem-solve with various stakeholders. Students must learn how to be effective team members in order to complete complex tasks. They must be able to read, write, compute, think critically, problem-solve and be open to sharing their ideas and talents while being open to those of others. This involves the development of strong literacy, math, and interpersonal skills in addition to organizational skills that ensure one's fullest contributions. The SIP goals for Spring Harbor look to address all of these needs while strengthening partnerships with our families. As a school, we lean towards a project-based instructional model that elevates student voice while challenging scholars to see themselves as change agents. We work hard to learn about, reflect upon, and dismantle systems and practices that may interfere with the ability of all of our scholars to reach their fullest potential - regardless of their identity or socio-economic status.

Spring Harbor has served as a middle school on the southwestern shore of Lake Mendota since 1996. We are a lottery magnet school with an emphasis on environmental studies serving the Memorial attendance area. Our mission is to develop the personal, social and academic potential of every student through an interactive, integrated, multicultural curriculum that prepares all students to be college, career, and community ready. We have a small but dedicated staff who provide for a personalized educational experience for all students. Our smaller size allows for strengths in student-teacher relationships in which all students are held to high expectations both academically and behaviorally.

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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

Spring Harbor will foster a data-driven culture in which staff will analyze assessment data in order to plan for, implement, and monitor targeted, differentiated instruction during the academic extension block.

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

Spring Harbor will foster a data-driven culture in which staff will analyze assessment data in order to plan for, implement, and monitor targeted, differentiated instruction during the academic extension block.

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

Increase staff awareness and implementation of executive functioning strategies to ensure for an EF friendly classroom with a focus on organization and self management (i.e. use of timers, learning plans, visuals, help scale, structure in organizing materials and system for monitoring, DD (Do Now, routines), reflections, task initiation, self care).

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

SHMS will center Black students and their needs during Kid Talk sessions in service to analyzing data and creating targeted instruction plans (and progress monitoring) for students performing at the approaching or developing levels on the Forward exam.

Strategy 2

Deep data dives will be conducted to examine literacy experiences and needs of our Black students in order to inform instructional moves for both core and targeted support instruction.

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

SHMS will center Black students and their needs during Kid Talk sessions in service to analyzing data and creating targeted instruction plans (and progress monitoring) for students performing at the approaching or developing levels on the Forward exam.

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.

Strategy 1

Using our Black Student Union and Student Council to elevate student voice, Black students will assist in progress monitoring and providing feedback on our EF work and new systems around student support and response to behavior.