Madison Metropolitan School District

West High School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

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School Overview

We are diverse and strong

The greatest strength of West High School is our culturally diverse community. We welcome students from across the nation and world, who speak over 100+ languages, and who have complex and compelling experiences that make them unique and wonderful. We strive to be inclusive and empathetic learners who are actively engaged in positive ways in our community.

We are committed to personal belonging and anti-racism

We want to build an anti-racist culture, and make West a safe and welcoming space where all of our students and families feel a strong sense of belonging and personal support. Because our society conditions us to racism, we must actively work to be anti-racist. We are all in this together, though each of us has to make a personal journey to realize our full potential.

We value choice and diverse opportunities

West offers a wide range of elective courses. Students participate in over 80 clubs and activities, including academic clubs, multicultural clubs, STEM clubs, health & wellness, special interests, 23 boys and girls WIAA interscholastic athletic teams, and student activism. Our staff members enthusiastically support our students wide ranging interests and creativity.

We are proud of our tradition of excellence

The Wisconsin DPI rates West as a five-star school that 'significantly exceeds expectations.' We lead the state in National Merit Semifinalists. Our students are admitted to top colleges and universities nationally and internationally. Our distinguished alumni are leaders in their professions, and many return to live and lead in Madison. Our staff members are leaders in the profession, and highly collaborative and supportive of our community.

We are committed to collaborative action

Our students have a long history of collaborative activism. Our staff amplifies the voices of West students in support of social and racial justice and the rights of young people. Our students have marched for student rights, staff rights and national social and racial justice issues.

Our community wants social justice and an antiracist school culture

We heard a strong desire for excellence with equity. We acknowledge that our honors and Advanced Placement (AP) courses do not yet reflect the hallways of our school. We acknowledge troubling student and staff experiences with racism and microaggressions based on race, gender, income, and ability. We heard that we are not yet the school we aspire to be, and so we will continue to elevate and amplify voices that help us understand our problems, and listen to feedback from students, staff, and families, and responsively make meaningful changes.

Our students, staff, and families want flexible, supportive, & responsive systems

Our students and families express a strong desire to be heard, to be seen, and to be known by school staff. They share that they want to learn and take advantage of the many opportunities at West, and want support to meet the high expectations they have for personal learning and growth. We focus on developing personal relationships with teachers and support staff, personalized support from case managers and mentors, and flexible and responsive opportunities for tutoring, study groups, and other collaborative supports.

Our community wants not just to to be heard, but also wants meaningful action

Students value sharing their identities and experiences, including the intersectionality of race, gender, class, sexual orientation, ability, and culture. However, some students notice that they are not asked to share often in classes. We commit to creating conditions in class and across the school for students to share their identities.

We notice fewer students responding positively to the following: I feel safe at school and I enjoy going to school and Students resolve conflicts positively. We therefore commit to intentionally engaging students in collaborative problem-solving.

Some of our students share that teachers are very friendly, but do not yet consistently ask students what they want to learn or how they want to learn. Especially for many students of color, learning feels like it is done to them, rather than learning with them. We therefore commit to gathering feedback from students on what we teach and how we teach, and work with students and teachers to respond in ways that support shared ownership of learning.

Many families of color express a desire to be more involved at West, but do not yet feel welcome and included among families and West community members. Some families are not yet ready to share decision-making with other families who are new to the West community, and some use their power and privilege to push back on proposed changes. Some families that have power express

concern that their own children will lose opportunities if other children gain opportunities. We commit to engaging our families in dialogue with each other to share their lived experiences, so they can hear each other, see each other, and work to support each other. We want all of our students to learn, grow, and thrive.

We aspire to be a school where ...

- All students feel a sense of belonging at West.
- Black and brown students are represented proportionally in honors and AP classes. They are fully included in learning with classmates and their contributions to discussions and group work is valued.
- Diverse student cultures are represented in affirming ways in the curriculum, in the visual spaces of the school, and in the narrative of the stories we tell about West High School.
- Our learning environment is safe, respectful, and meets a high level of critical thinking. We engage in critical dialogue about our differences, because inclusive, rigorous, and respectful dialogue is critical to democracy.
- All students and families are welcome. Schools are a place where families come to celebrate and partner with staff around their child's learning and growth. Their voices are heard and they can see that we have made significant changes based on what they told us what they needed.
- Teachers know that the feedback they give us drives the changes they see at West, and that they are full partners in the work.
- Teachers are valued as professionals, and that strategic risk-taking and innovation is valued.
- Teachers are supported in problem-solving to meet the needs of students.
- Teachers approach learning with students as partners, rather than teaching to cover the curriculum.
- Administrators are committed to supporting the work of teachers, are in this work together with them, and stand with teachers in support of student learning and growth.

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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 staff will engage in professional development to build a standards-based learning environment and mindset that supports equitable grading practices.

Strategy 2

All teachers will explicitly teach collaboration skills, disciplinary literacy skills, 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 staff will engage in professional development to build a standards-based learning environment and mindset that supports equitable grading practices.

Strategy 2

All teachers will explicitly teach collaboration skills, disciplinary literacy skills, 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 needed to ensure students leave with clear plans for life beyond high school.

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

Develop universal Tier 1 PBIS strategies to emphasize the importance of attendance, and explicitly teach students structured peer interaction activities that build connections among students in class, and teach students skills to interact with each other.

Strategy 2

Develop a communication plan for families and students that includes Brochures - printed copies (see Tier 2), Website, Emails, Newsletters, etc) highlighting the importance of attendance.

Strategy 3

Develop Incentive programs and Classroom ACP Lessons that highlight importance of Attendance of 90% for ALL 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 ACT.

Evaluation Data Source: ACT Reading (Grade 11)

Strategy 1

Develop and implement a system to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.

Strategy 2

Develop systems for recruitment and retainment for students of color in AP and honors courses.

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 to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.

Strategy 2

Develop systems for recruitment and retainment for students of color in AP and honors courses.

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.

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

Strategy 1

Develop and implement a system to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.

Strategy 2

Focus professional development on our Equity Vision and HOUSE values, specifically to develop connections among staff and students, and among students, to support improved attendance, engagement, and learning.

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 to provide all Black or African American students with a staff mentor, beginning with a focus on 9th and 12th grade.

Strategy 2

Focus professional development on our Equity Vision and HOUSE values, specifically to develop connections among staff and students, and among students, to support improved attendance, engagement, and learning.